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MONTANA TEACHER EDUCATION PROGRAM STANDARDS

Board of Public Education

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BOARD OF PUBLIC EDUCATION

CHAPTER 58

STANDARDS FOR STATE APPROVAL OF TEACHER EDUCATION PROGRAMS LEADING TO INTERSTATE RECIPROCITY OF TEACHER CERTIFICATION

Sub-Chapter 1

State Administrative Procedural Standards

Rule	10.58.101	Advisory Group
	10.58.102	Process Leading to Approval of Teacher Education Programs
	10.58.103	Visitations
	10.58.104	Approved Programs
	10.58.105	Optional Compliance

Sub-Chapter 2

Organization and Administration of Teacher Education

Rule	10.58.201	Purposes and Objectives
	10.58.202	Organization
	10.58.203	Student Admission, Retention, and Exit Policies and Practices
	10.58.204	Student Personnel Services
	10.58.205	Student Participation in Teacher Education Program Development and Evaluation
	10.58.206	Faculty
	10.58.207	Instruction
	10.58.208	Facilities and Instructional Materials
	10.58.209	School-Institution Relationships

Sub-Chapter 3

Curriculum Principles and Standards: Basic Programs

Rule	10.58.301	Curriculum Planning and Development
	10.58.302	General Education
	10.58.303	Professional Education

Sub-Chapter 4

Teaching Areas: General Standards

Rule	10.58.401	Fields of Specialization
	10.58.402	Development of Teacher Education Program
	10.58.403	Statement of Purpose and Objectives
	10.58.404	Statement of Skills
	10.58.405	Program of Study
	10.58.406	Program Evaluation
	10.58.407	Program Support
	10.58.408	Staff

Sub-Chapter 5

Teaching Areas: Specific Standards

Rule	10.58.501	General Requirements
	10.58.502	Agriculture
	10.58.503	Art K-12
	10.58.504	Business Education
	10.58.505	Business Education with Shorthand--Secretarial Occupations
	10.58.506	Distributive Education/Marketing

10.58.507	Drama
10.58.508	Elementary
10.58.509	English/Language Arts
10.58.510	Exceptional Children K-12
10.58.511	Foreign Languages
10.58.512	Guidance and Counseling K-12
10.58.513	Health
10.58.514	Home Economics
10.58.515	Industrial Arts/Technology Education
10.58.516	Journalism
10.58.517	Library Media K-12
10.58.518	Mathematics
10.58.519	Music K-12
10.58.520	Physical Education and Health K-12
10.58.521	Reading Specialists K-12
10.58.522	Science
10.58.523	Social Science
10.58.524	Speech Communication
10.58.525	Trades and Industry
10.58.526	Traffic Education
10.58.527	Teaching Areas: Additional Fields
10.58.528	Computer Science

Sub-Chapter 6

Curriculum Principles and Standards: Advanced Programs

Rule	10.58.601	Program Planning and Development
	10.58.602	Teaching Areas: Advanced Programs

Sub-Chapter 7

Specialization: Supervisory and Administrative Programs

Rule	10.58.701	Supervisors
	10.58.704	School Principals and Superintendents
	10.58.707	School Psychologists

Sub-Chapter 8

Innovative and Experimental Programs

Rule	10.58.801	Types of Programs
	10.58.802	Standards for Approval

Sub-Chapter 9

Standards for Approving Competency-Based or Performance-Based Programs

Rule	10.58.901	Standards for Approving Competency-Based or Performance-Based Programs

Sub-Chapter 1

State Administrative Procedural Standards

10.58.101 ADVISORY GROUP IS HEREBY REPEALED. (History:Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79, AMD, 1984 MAR p. 831, Eff. 5/18/84: REP, 1988 MAR p. 1526, Eff. 7/15/88.)

10.58.102 PROCESS LEADING TO APPROVAL OF TEACHER EDUCATION PROGRAMS (1) The board of public education shall adopt clear procedures for implementing the process of approving teacher education programs.

(2) The process leading to approval of teacher education programs shall be carried out by visiting teams appointed by the board of public education. These teams shall be broadly representative of the educational community. (History: Sec. 20-2-114, MCA;IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493. Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.103 VISITATIONS (1) All teacher education programs shall be visited for approval every five years or upon request of an institution.

(2) Joint visitations and cooperation with other accrediting agencies will be encouraged.

(3) A review by the National Council for Accreditation of Teacher Education (NCATE) of the same material covered in Sub-Chapters 2, 3 and 4 may be accepted in lieu of the state review. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 6/86.)

10.58.104 APPROVED PROGRAMS (1) The office of public instruction shall issue lists of institutions whose programs have met the board of public education's standards for teacher education. Pursuant to Section 20-4-121, MCA, these lists shall also include all programs accredited by regional and national accreditation agencies, with an identification of the accreditation agency. Each institution shall give this information to the office of public instruction no later than December 1 of each year. Lists shall indicate the programs approved and the initial and expiration dates of such approval. These lists shall be made available to institutions, school personnel offices, counselors, and others within the state upon request and as exchanges with education agencies in other states. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.105 OPTIONAL COMPLIANCE IS HEREBY REPEALED. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; REP, 1984 MAR p. 831, Eff. 5/18/84.)

Organization and Administration of Teacher Education

10.58.201 PURPOSES AND OBJECTIVES (1) The catalogue of an institution offering teacher education shall include:

(a) each certification program offered;

(b) the grade span for which state approval has been granted;

(c) clearly stated objectives;

(d) the level at which programs are offered (basic and advanced); and

(e) the graduate programs offered for those preparing to serve as specific school services personnel.

(2) Teacher preparation programs shall consider the judgment of:

(a) faculty members

(b) students

(c) graduates

(d) lay citizens

(e) schools and

(f) professional education organizations. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, MAR 1979 p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.202 ORGANIZATION (1) Out-of-state institutions offering teacher training programs in Montana shall meet criteria equivalent to those of Montana institutions:

(a) The control of the institution shall reside in a board of trustees or an otherwise designated board. The board's functions shall be to ensure that institution philosophies and policies will result in the best possible services to students and faculty and will ensure a sound educational program.

(i) There shall be clear evidence in the board's records that, in the discharge of its functions, it recognizes and fulfills its responsibility to teacher education.

(ii) Terms of office shall be arranged to provide desirable continuity within the board membership.

(b) Under the direction of a president or an otherwise designated chief administrative officer, adequate provision shall be made for competent personnel to perform all administrative functions affecting teacher education.

(i) An organizational chart of the institution shall be available, and evidence shall support the suitability of the organization for teacher education, the competency of the personnel, and the manner in which functions are performed.

(ii) Written policies shall show salary procedures, rank, tenure, group insurance, sabbatical leave, sick leave, retirement allowances, funding of inservice faculty development, and professional service by the faculty on a state, regional, or national basis.

(c) Financial resources for the accomplishment of announced purposes must be available, and current income for both public and private institutions must enable an institution to carry on its proposed work. In determining the financial condition of an institution, emphasis shall be given to the income available for teacher education purposes and the manner in which that income is expended.

(i) The institution shall operate on a budget prepared in accordance with sound

financial and educational practices. It shall issue an annual financial statement that gives a clear and accurate picture of its financial status. The financial statement shall be audited by a qualified outside agency.

(ii) The institution shall provide financial reports that clearly reveal the relative expenditures for instruction, administration, maintenance, equipment, supplies, library, student activities, capital outlay, and debt service for the teacher education program as compared to other programs of the institution.

(iii) The financial records shall be kept in a form that allows the easy determination of the institution's economic status.

(d) Institutions which offer extended services, such as summer sessions, evening and weekend programs, off-campus extension or correspondence classes, or survey and consultant services, shall have the resources needed to conduct such services. The administrative and operational provisions established to assure the quality of such special services shall be available and shall indicate the extent to which these special services complement and/or relate to the regular program. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, MAR 1979 p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.203 STUDENT ADMISSION, RETENTION, AND EXIT POLICIES AND PRACTICES (1) The institution shall provide orderly methods for obtaining and maintaining information about admission to teacher education.

(2) Specific admission standards and procedures governing a student's acceptance into the regular teacher education program shall be published (including the time and, if possible, alternative times for admission). Specific admission requirements shall be included in the descriptions of experimental or special programs.

(3) The institution shall have a well-developed plan for the evaluation of student performance in its teacher education program. Measures of academic ability, observation by faculty (in courses, laboratories, and field experiences), and other modes of appraisal shall be used to assess specific strengths and weaknesses of students, their retention status within the teacher education program, and their readiness to assume the professional role for which they are being prepared.

(4) The institution shall have well-defined evaluation procedures to assess the quality of its graduates when they have completed their preservice programs and have applied for a recommendation to become certified. Students must show increased human sensitivity including multicultural awareness, specified levels of competence in teaching skills and related knowledge, competence in teaching reading skills in each specific content area, and other predetermined qualifications as a basis for an institutional recommendation for entry into the profession. Students shall be apprised of such evaluation procedures and qualifications. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.204 STUDENT PERSONNEL SERVICES (1) The institution shall have a well-organized, ongoing student counseling program with a placement service that effectively assists graduates in finding positions.

(2) The institution shall provide students with written descriptions of its student personnel services and how they can use these services.

(3) The institution shall provide for the appointment of a faculty advisor for each

student admitted to teacher education. The faculty advisor shall have a thorough understanding of the preparation program to be followed by each advisee.

(4) The institution shall collect and maintain current data on teacher supply and demand, which shall be used by all faculty assigned to advise students.

(5) The institution shall have a system that maintains permanent cumulative records for each student enrolled. The student records shall be legible and intelligible transcripts that give information such as course titles, credits or the equivalent (waivers, substitutions, etc.), and degrees. The cumulative record shall also include a description of all professional laboratory experiences.

(6) The institution shall periodically survey its graduates in teacher education in order to gather data on the effectiveness of its student personnel services. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.205 STUDENT PARTICIPATION IN TEACHER EDUCATION PROGRAM DEVELOPMENT AND EVALUATION (1) The institution shall provide evidence that students have been involved in program development and evaluation and that joint student-faculty committees have been active in these matters.

(2) The institution shall provide evidence that there are clear channels and opportunities for all students to express their views. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.206 FACULTY (1) The institution shall provide evidence that faculty members in professional education, whether working in a school or in higher education, have had specific preparation for their roles in teacher education.

(2) The institution shall provide evidence that faculty members who teach courses in various disciplines are involved in program development and are well informed about how these disciplines are currently practiced in elementary and secondary schools.

(3) The institution shall provide evidence of faculty experience and participation in professional activities such as curriculum improvement, research, writing, and travel for educational purposes. The institution shall also provide evidence that faculty members are growing professionally through these experiences, as well as through participation in activities closely related to their instructional assignments.

(4) The institution shall provide evidence that its policies of personnel selection, retention, and promotion are effectively providing competent and professional faculty members.

(5) The institution shall have provisions for the use of part-time or adjunct faculty as needed. Such part-time faculty shall meet all of the institution's criteria on academic preparation, experience, and scholarly performance that apply to the appointment of full-time faculty. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.207 INSTRUCTION (1) The institution shall provide evidence that its faculty uses a variety of instructional procedures which contribute to the student's preparation for teaching. Class discussions, work in large and small groups, lectures, laboratory work, the use of teacher aides, and variety of media are examples.

(2) The institution shall collect and use information about the degree to which it has attained its goals in preparing professional school personnel. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.208 FACILITIES AND INSTRUCTIONAL MATERIALS (1) An institution shall have a physical plant designed to serve its defined purposes for teacher education. The physical facilities shall also provide for the safety, health, cultural, social, and recreational needs of students and faculty.

(2) As the institution's principal materials resource, the library shall be used for instructional research and other services that support the teacher education program, including books and other materials of a multicultural nature. Administrative procedures and equipment shall conform to accepted modern practices, including cataloguing methods, arrangement of print and nonprint materials, availability of student and faculty stations, and accessibility of materials and facilities. The library shall be administered by a professional librarian.

(3) The institution shall provide laboratories and laboratory supplies and equipment needed for instructional purposes for each teacher education program offered, such as shops and shop equipment; resource materials for multicultural education; specialized equipment for the biological, earth, and physical sciences; specialized equipment for psychological, sociological, and child development sciences; specialized furniture, equipment, and supplies for music and art; gymnasiums and outdoor areas for physical education; equipment for business education; facilities, equipment, and supplies for home economics; and demonstration laboratories and classrooms for agriculture. Space and equipment shall be available for conducting and recording experiences such as microteaching, role-playing, and other simulated activities.

(4) The institution shall make teaching-learning materials and equipment available to students and faculty. It shall give technical instruction in the use of the equipment, in the production and uses of teaching-learning materials, and in the classification and preservation of such materials.

(5) The institution shall demonstrate its commitment to the improvement of instruction by developing and following a plan for the use of educational media and technology.

(6) The institution shall maintain an instructional materials laboratory or center either as part of its library or as one or more separate units. It shall be open to students and directed by a faculty member well informed about the various instructional materials and media used at different grade levels. This laboratory shall include a wide array of books commonly used in elementary and secondary schools; teaching aids such as maps, charts, pictures, filmstrips, films, video and audio recordings, computers and computer software; various patterns, courses of study, and teaching units; and shall include books, teaching aids, materials, and teaching units of a multicultural nature. There shall be workshop facilities for preparing new curriculum materials, with access to electronic, photographic, and other equipment. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.209 SCHOOL-INSTITUTION RELATIONSHIPS (1) Definitions and requirements that affect working relationships between elementary and secondary schools

and institutions shall be explicit, clear, and well publicized. Officials of both entities shall be certain that all programs are operated within all existing regulations.

(2) Student teaching through cooperative programs in selected schools shall have well-planned curricula, the necessary teaching materials, professional staff, and provisions for supervision by the institutional faculty. The programs shall cover both academic subject and education areas and shall offer any special preparation needed by supervisors from the school or institution.

(3) Mutual agreements between schools and institutions shall include:

(a) descriptions of activities, services, and compensation;

(b) descriptions of roles and responsibilities;

(c) provisions for solving problems and for the ongoing coordination of activities; and

(d) means for revising arrangements as needs and conditions change.

(4) In addition to their specific instructional and supervisory functions, all institutions and schools that provide laboratory experiences for prospective teachers shall establish adequate channels and offices for efficient operation and communication. Each school and institution shall have an identifiable coordinator who coordinates all student teaching contacts, operations, and activities for his/her institution, both prior to and during the student teaching, internship, or apprenticeship. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

Sub-Chapter 3

Curriculum Principles and Standards: Basic Programs

10.58.301 CURRICULUM PLANNING AND DEVELOPMENT

(1) A designated administrative unit at the preparing institution shall coordinate responsibilities for ongoing curriculum development, evaluation, and revision, and for student advisement and program guidance. This unit shall recommend students to the office of public instruction for certification approval.

(2) The development of curricula for the various teacher education programs shall enlist the cooperation and participation of representatives of:

(a) the public schools

(b) college and university teachers in fields related to the area of public school specialization

(c) the office of public instruction

(d) professional associations

(e) professional committees and commissions and

(f) teacher education students.

(3) A teacher preparation curriculum shall be planned for each area of specialization. The plan shall include:

(a) general education designed to prepare students for purposeful and responsible living as individuals and citizens;

(b) appropriate content and experience in the specialization area that relate to and give background for teaching service in public schools; and

(c) the sequence in basic professional education designed to prepare students for

roles as public school teachers.

(4) The curriculum shall be designed to develop the students' unique interests and capabilities through a system of academic guidance and electives.

(5) The institution's graduate follow-up system shall take into account the adequacy of the teacher education curriculum in preparing competent teachers. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.302 GENERAL EDUCATION (1) General education refers to studies known as basic skills, multicultural education and liberal arts. Liberal arts are those studies that embrace the broad areas of the humanities, mathematics, the biological and physical sciences, and the social and behavioral sciences.

(a) The elements of the institution's general education program shall:

(i) stimulate scholarship that promotes understanding of concepts not now extant and helps prepare people for rapid adjustment to change;

(ii) foster individual fulfillment and nurture the development of free, rational, and responsible adults;

(iii) cultivate appreciation for the values associated with life in a free society and with responsible citizenship;

(iv) develop intellectually competent, imaginative, and vigorous leaders;

(v) contribute to and give direction for the use of professional knowledge;

(vi) encourage discernment in the examination of the values inherent in the variety of American ethnic cultures and in foreign cultures to the end that a clearer understanding of other peoples will reduce local, national, and international tensions; and

(vii) include instruction in the contributions and status of minorities with specific emphasis on Native Americans in Montana and North America and instruction in the nature of prejudice.

(b) General education shall be emphasized in the first two years of higher education, extended throughout the baccalaureate program, and continued in diminishing proportions into graduate study.

(c) A sequential general education program shall help the student attain an understanding and appreciation of:

(i) language skills (see ARM 10.58.521) as essential tools in communication;

(ii) world literature with emphasis on, but not limited to, the writings of English and American authors;

(iii) aesthetic values in human experience expressed through the fine arts (See ARM 10.58.503, 10.58.507, 10.58.519);

(iv) social, geographic, political, and economic conditions and their impacts on current national and world problems;

(v) contemporary world culture;

(vi) America's pluralistic culture and heritage;

(vii) growth and development of the United States as a nation and its place in world affairs;

(viii) principles of physical and mental health as they apply to the individual and to the community;

(ix) the application of mathematical concepts to a variety of both common and complex real world problems; and

(x) the use of emerging technologies in the dynamic growth and change in mathematics and their impact on the role of mathematics in real world decision making.

(2) All teaching areas shall include content and experiences that contribute to knowledge and behavior in the specific teaching areas as well as an understanding of the variety of developments made by different cultural groups within and outside the United States.

(3) All teaching areas shall include subject matter preparation substantially beyond that which a teacher may be expected to teach. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff.

10.58.303 PROFESSIONAL EDUCATION (1) Professional education refers to those studies which include the foundations of education and the methods and materials of teaching, with supervised laboratory experiences designed to provide competencies required in the education professions.

(a) Each institution shall have a clear set of objectives for the professional education component of its teacher education program.

(b) The professional education component shall encourage individualization of the student's program while providing a range of studies and experiences that help the student develop:

(i) knowledge of safety and first aid including CPR as well as basic health principles as they apply to adolescents including information on stress, nutrition, substance use and abuse, exercise and peer pressure in addition to the etiology of disease including AIDS and other sexually transmitted diseases;

(ii) knowledge of the process of human growth, development, and learning, and the ability to apply this knowledge to the teaching of all students, including atypical children;

(iii) knowledge of professional literature, current trends, issues, research and research methods. Emphasis shall be in the student's field(s) of specialization and shall include but not be limited to:

(A) task analysis, planning and adoption of various teaching methods to suit individual needs;

(B) identification and use of a variety of resource materials to develop concepts;

(C) familiarity with standardized tests and measures, alternative assessment procedures and evaluation procedures including follow-up studies;

(D) awareness of curriculum development procedures including role and scope; and

(E) a variety of media and technology appropriate to teaching and pupil development;

(iv) awareness of the impact of computers on society and the ability to incorporate the use of computers into the instructional process in the student's field(s) of specialization;

(v) ability to teach effectively, work ethically and constructively with pupils, and articulate the nature and purposes of the curricula to professional peers, teachers, administrators, and other concerned persons and organizations;

(vi) the ability to work ethically and constructively and to communicate effectively with parents including the following:

(A) identifying and understanding the roles of parents and families in the education of the preschool child, youth and adolescent;

(B) communicating the student's level of development;
(C) articulating the student's identified needs; and
(D) assessing methods of addressing those needs;
(vii) understanding of the foundations underlying the development and organization of education in the United States;
(viii) understanding of all education aspects of the school, including its purposes, administrative organization, finance aspects, board functions, and operations;
(ix) ability and willingness to analyze teaching so that teaching skills continually improve;
(x) ability to teach thinking, listening, speaking, reading, and writing skills appropriate to the student level and the content of the field(s) of specialization, including:
(A) knowledge and use of the diagnostic techniques used to teach reading and writing in the content areas;
(B) knowledge of criteria used to select instructional materials and the application of the instructional techniques used to teach reading and writing for the content areas;
(C) knowledge of and ability to integrate study skills instruction into the content areas;
(D) ability to provide opportunities for the practical application of reading and writing in the content areas;
(xi) knowledge of the following areas: the legal aspects of teaching in Montana schools including identifying and reporting child abuse; professional ethics, conduct, rights and responsibilities; and the structure and financial basis of the Montana school system;
(xii) knowledge of the legal, practical and philosophical basis of education equity and opportunity in Montana schools;
(xiii) knowledge of and skill in a variety of effective methods of discipline and classroom management including the ability to structure environments to promote appropriate social and learning interactions;
(c) The program shall provide experiences which will lead the preparing teacher to develop human qualities that enhance pupil learning. Those qualities include but are not restricted to:
(i) personal and professional growth;
(ii) personal self-esteem and confidence;
(iii) open attitudes for evaluating practices which affect social groups;
(iv) knowledge, humanness, and sensitivity which reduce conflict and tension and promote constructive interactions among people of differing economic, social, racial, ethnic, and religious background; and
(v) respect for the worth of all students, their language and desires, and their individual uniqueness.
(d) The professional education component shall include a comprehensive program of carefully designed basic experiences in a variety of relevant settings. These experiences shall include a wide range of laboratory, clinical, and practicum experiences with school-age youth that begin early in the program.
(e) Student teaching or other major practicums shall be designed both as growth experiences and as opportunities to evaluate a student's potential for teaching, including his or her commitment to teaching, skill in guiding learning in interpersonal relations, and growth as a professional in teaching.
(f) In the approval of teacher education programs, the following statements shall

be used for evaluating student teaching programs. These statements are not all-inclusive, but represent minimums. Teacher education institutions are encouraged to develop student teaching programs of a quality superior to that implied:

(i) Student teaching shall be permitted only after a professional review of the student's record indicates that competence in the professional education component, performance in previous professional experiences, and personal characteristics directly related to the student's ability to function in a classroom setting qualify that student for the responsibility of student teaching.

(ii) Student teaching shall be a comprehensive experience with expanding responsibilities in the full range of teacher activities in a school situation. K-12 programs must include student teaching at both elementary and secondary levels. If the student teaching is only at one level, the intern experience must be at the other level and be of a period of time long enough to demonstrate that the student understands the maturation and instructional needs of the pupils at that level.

(iii) Student teaching shall provide intensive and continuous involvement. The length of student teaching shall depend upon the performance of the student teacher and shall continue until the program's objectives have been achieved or until the student has been screened from the program.

(iv) The cooperating school or school system shall be chosen by the institution on the basis of the administrators' and staff members' commitment to the student teaching program.

(v) Cooperating teachers shall be selected jointly by school and institutional personnel. In addition to being certified and experienced in the area of assignment, the cooperating teachers shall have a good performance record, show continued professional growth, and have the temperament to work with student teachers assigned to them. The participation of a qualified cooperating teacher shall be determined by two professional criteria:

(A) the level of support for pupil learning shall remain as high or higher than if the student teachers were not so assigned, and

(B) the teacher can feel comfortable and confident in providing an effective, supportive learning climate.

(vi) The institution shall ensure adequate supervision of student teachers, and this policy shall be in writing.

(vii) The institution shall study and develop ways to effectively administer and supervise student teaching programs that best use the resources of the institutional supervisor, cooperating teacher, and student. Where the institutional supervisor functions as a generalist, the institution and school shall assure that expertise in content and methodology in the subject area is available to the student. All institutions shall study possible alternatives for administering and supervising student teaching, including the use of clinical professors.

(viii) Institutions and schools shall make cooperative, detailed studies of roles and responsibilities and use them to determine the strengths and weaknesses of supervision and to continually upgrade the skills of all personnel involved. Institutional supervisors shall have equal status with other faculty. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1986 MAR p. 1308, Eff. 8/1/86; AMD, 1989 MAR p. 397, Eff. 3/31/89.)

Sub-Chapter 4

Teaching Areas: General Standards

10.58.401 FIELDS OF SPECIALIZATION (1) All programs that prepare teachers in fields of specialization shall be designed to meet general standards identified by the institution's faculty. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.402 DEVELOPMENT OF TEACHER EDUCATION PROGRAM (1) Each institution shall develop its teacher education program within the certification policies of the board of public education. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.403 STATEMENT OF PURPOSE AND OBJECTIVES (1) Each teaching area or field of specialization shall be built upon a statement of the purpose and objectives of teaching in an area of the public school curriculum. That statement shall:

(a) include a well-formulated statement of the nature of the public school program needed to accomplish the purpose and objectives;

(b) be prepared by the faculty concerned with teacher education;

(c) be based on analyses of current practices and recommendations of the professional organizations representing that field of the public school curriculum; and

(d) be available in writing. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.404 STATEMENT OF SKILLS (1) Each teaching area or field of specialization shall be built on a statement of the skills that teachers need in that area of the public school curriculum. That statement shall:

(a) include the attitudes, knowledge, understandings, abilities, and degree of expertise required for a beginning teacher;

(b) be based upon the statement of purpose and objectives developed in 10.58.403; and

(c) be available in writing. (Auth: Sec. 20-2-115, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.405 PROGRAM OF STUDY 1) The program of study for the teaching area or field of specialization shall:

(a) constitute minimum requirements for teaching in the field of specialization, with courses and content chosen for their relevance to the public school curriculum and in response to the careful study of individual needs, abilities, and objectives of the preparing teacher;

(b) be broadly conceived but include a thorough study of the teaching area's subject-matter as it is included in the public school curriculum;

(c) take into account the sequential nature of the knowledge and skills needed to assure maximum continuity in the achievement of the program's objectives;

(d) provide preparing teachers with a comprehension of the aspects of study that they will meet in subsequent courses in their field of study;

(e) include work in fields related to the teaching area which include the exceptional student: and

(f) provide a schedule for adequately implementing the planned program of courses, including appropriate field and laboratory experiences. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84: AMD, 1989 MAR p. 397, Eff. 3/31/89.)

10.58.406 PROGRAM EVALUATION (1) Each teaching area or field of specialization shall have a system of evaluation procedures that determine the degree of the student's attainment of teaching skills. These evaluation procedures shall serve as the basis for recommending the teacher candidate for the appropriate certificate. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.407 PROGRAM SUPPORT (1) Each teaching area or field of specialization shall be supported by plant, facilities, equipment, library, and media resources. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.408 STAFF (1) Each teaching area or field of specialization shall be staffed by faculty members who are well-qualified by graduate training and experience in the particular public school curriculum area. Staff also shall be sensitive to the needs of public school teachers. (History: Sec. 20-1-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

Sub-Chapter 5

Teaching Areas: Specific Standards

10.58.501 GENERAL REQUIREMENTS (1) Each teaching area or field of specialization shall consist of a carefully planned program of courses and experiences. The program shall be designed to produce the skills the faculty identifies as necessary for successful teaching at the appropriate grade levels (elementary, secondary, or K-12). (History: Sec. 20-1-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.502 AGRICULTURE For the prospective teacher the program shall:

(1) assure that practical farm or other agricultural experience is part of the program requirements leading to certification;

(2) provide study of the biological, physical, and applied sciences as they relate to practical solutions of agricultural problems;

(3) provide study of the essentials of production agriculture and the breadth of the technical agricultural industry;

(4) provide basic knowledge in areas such as:

(a) plant science and technology

(b) animal science and technology
(c) agricultural business management and technology
(d) agricultural mechanics science and technology;
(e) computer application in agriculture;
(5) provide study of the following occupational areas:
(a) agricultural production and marketing
(b) agricultural equipment and supplies
(c) agricultural products
(d) natural resource management
(e) environmental development;
(6) enable the preparing teacher to use agricultural youth organizations as a means to teach leadership skills through speech, parliamentary procedures, and cooperative group efforts; and
(7) provide studies and experiences which enable the preparing teacher to perform the appropriate occupational skills while working with pupils and adults in agricultural instructional areas. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89.)

10.58.503 ART K-12 For the prospective teacher the program shall:
(1) develop skills and a working vocabulary in the following:
(a) art production: the ability to produce original, expressive works of art in a variety of media;
(b) art history: the perception of art within the iconographic and chronological context of society as part of our cultural legacy;
(c) art criticism: the ability to understand and respond to works of art in both form and content;
(d) aesthetic awareness: the ability to exercise, refine, and discriminate sensory intake, and to develop a sensitive awareness of things encountered in daily life;
(2) develop in the studio setting the ability to produce original and expressive art forms in a variety of media, to include drawing, painting, printmaking, graphic communication, sculpture, photography, and established craft areas of woodworking, fibers, metalwork, jewelry, ceramics, etc.;
(3) develop the ability to perceive, describe, interpret, and evaluate one's own work and the work of others;
(4) develop abilities as an artist, with emphasis on creative thinking, critical analysis using the elements and principles of design, and aesthetic awareness;
(5) develop the knowledge, understanding, and appreciation of art in contemporary and past cultures, and the relationship of art to the culture in which it was produced;
(6) develop a working understanding of philosophical, social, and aesthetic aspects of art and the contributions art makes to individuals and society;
(7) provide an understanding of and the ability to develop sequential visual arts curriculum with a scope and sequence articulated K-12 that assures pupil development and competence in a variety of media;
(8) develop an understanding of the technological and health and safety aspects of studio work, including materials, tools, equipment, classroom design and procedures

(9) develop, through basic and current literature, skills as a resource person for educational and vocational counseling in art and related fields, including training in portfolio development and photographing art work; and

(10) develop an understanding and appreciation of related fine art areas of dance, film, music, literature, theater and the applied arts and of their relationship to the visual arts. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89.)

10.58.504 BUSINESS EDUCATION IS HEREBY REPEALED. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD 1984 MAR p. 831, Eff. 5/18/84: REP, 1989 MAR p. 397, Eff. 3/31/89.)

10.58.505 BUSINESS EDUCATION WITH SHORTHAND--SECRETARIAL OCCUPATIONS The education program shall provide the prospective teacher with the ability to:

(1) understand and present the fundamental concepts of accounting;

(2) present proper keyboarding techniques and develop student keyboarding skills

(3) understand, use, and present the basic concepts of effective oral and written communications including development of effective listening skills and selection of proper media for business communications;

(4) understand and present the legal framework for personal, business, and social interactions;

(5) identify and present the elements of the business document cycle for both manual and electronic office systems;

(6) understand and present effective techniques for managing employee work stations, personnel relations, and the budgeting of time and resources;

(7) identify the economic events and issues that impact businesses and individuals;

(8) use and present a symbolic, outline, or alphabetic note taking system, and develop student note taking skills using these systems;

(9) apply and present the concepts and techniques of the data processing cycle and a fully integrated automated business office system, including use of word processing, automated data bases, spreadsheet accounting, telecommunications, graphics, reprographics, and other current technologies used by businesses;

(10) understand, use, and present the elements of digital operating systems and techniques for evaluating systems of business hardware and software;

(11) identify and present opportunities in marketing and the basic marketing concepts of exchange, distribution, and facilitation;

(12) understand and present the basic organizational, operational, and integration styles of businesses in a free enterprise system;

(13) understand the philosophy and objectives of vocational education and occupational technology, and apply them in classroom activities;

(14) understand and use the process for developing, adopting, adapting, and revising vocational programs and curricula, including the use of advisory committees, business partnerships and classroom management techniques;

(15) plan and administer a cooperative education program;

(16) organize and advise a vocational student organization;

(17) identify careers and opportunities in business and related occupational fields,

and assess the interests, aptitudes, personal qualities, and other information necessary for students to make informed career choices;

(18) identify and present the skills needed to successfully obtain and maintain employment;

(19) conduct studies of the occupational outcomes of former students which provide current occupational information for classroom use obtained from follow-up studies; and

(20) complete or augment an appropriately successful related occupational experience or internship. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89.)

10.58.506 DISTRIBUTIVE EDUCATION/MARKETING In addition to providing the elements of section 10.58.505, the education program shall provide the prospective teacher with the ability to:

(1) identify and present the primary types of business ownership and the elements needed for a successful business venture, including the use and purpose of marketing research, the activities of a retail business, the role of managerial accounting and finance, and the impact of marketplace economics on business practice;

(2) understand and present the fundamental methods of promotion and the techniques of salesmanship that facilitate business transactions;

(3) use and apply basic statistical analysis techniques to business situations; and

(4) understand the use of demographic information in product development, site selection, and marketing products to consumers. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121 MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89.)

10.58.507 DRAMA For the prospective teacher the program shall:

(1) provide a knowledge of theater as a social and aesthetic experience and a reflection of culture, including a broad view of the history of theater and acquaintance with representative plays of past and present;

(2) develop the ability to direct a theatrical production with artistic integrity, including selection, analysis, casting, rehearsal, performance, supervision, and all other elements of direction;

(3) provide a knowledge of basic oral communication and acting skills and techniques that promote, stimulate, and guide the efforts of the individual, as well as the interpreting group, in a creative dramatic context or in a theatrical production;

(4) develop the ability to manage the technical requirements of a theatrical production by effectively planning and executing scenery, lights, make-up, sound, properties, costumes, and special effects;

(5) develop the ability to evaluate the production or activity and to modify and adapt future goals and objectives in light of achievements as well as deficiencies;

(6) provide an understanding of the function of theater in the school at all grade levels and the place of theater and drama in everyday life;

(7) develop the ability to manage, promote and publicize an activity or production;

(8) develop the ability to serve as a school's resource person in the development of facilities, preparation of classroom projects, assembly programs, or any activity in which

elements of theater are central;

(9) develop the ability to assist in the organization of a progressively planned and comprehensive theater and/or other fine arts curriculum which includes experiences in music, film, literature, art, dance, and theater as they relate to elementary through high school students; and

(10) develop the ability to disseminate accurate information and to be a resource for educational, vocational, and a vocational counseling in theater arts and related fields. (History: Sec. 29-2-114, MCA; IMP, Sec. 20-2-121 MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89.)

10.58.508 ELEMENTARY For the prospective teacher the program shall:

(1) provide knowledge and theories of early intervention;

(2) provide knowledge of child growth and development to include:

(a) prenatal development;

(b) normal development sequences during the first five years which include motor, language, cognitive, perceptual, sensory, psychological and social;

(c) variability in human development including the full range of normal variations and types of developmental delays;

(3) provide knowledge of the social, emotional, physical and health characteristics and needs of children at the preprimary, primary, intermediate, and middle school/junior high school levels to include:

(a) the affective needs of the young child; and

(b) the role of play in child development;

(4) include studies and experiences in the sociological and the behavioral sciences which emphasize the interaction of children with their environment and the roles of parents and families to include:

(a) knowledge of various ethnic, linguistic and cultural backgrounds and their effect on parenting styles and the effect of those styles on the child;

(b) knowledge of a variety of family structures and settings, and possibilities and limitations of parents and teachers; and

(c) knowledge of family dynamics--functional/dysfunctional models;

(5) explore alternatives for classroom management and self-discipline;

(6) provide sufficient preparation for competence in the subject areas normally found in the elementary and preschool curriculum, including:

(a) art--specifically the ability to:

(i) develop skills, knowledge and a working vocabulary in art production, art history, art criticism and aesthetics;

(ii) acquire an understanding of and the ability to develop sequential visual arts curriculum with scope and sequence;

(iii) understand the health and safety aspects of art production including materials, tools and equipment; and

(iv) understand and appreciate related fine arts areas of dance, film, music, literature, theater and the applied arts and their relationship to visual arts;

(b) music--specifically the ability to:

(i) develop skills, knowledge and a working vocabulary in music production, music history, music criticism and aesthetics;

(ii) acquire an understanding of and the ability to develop sequential music

curriculum with scope and sequence;

(iii) understand the health and safety aspects of music production including materials, tools and equipment; and

(iv) understand and appreciate the contribution musical experiences can make to the development of the whole person and to the total K-8 curriculum, particularly the fine arts;

(c) social studies--specifically, the development of instructional competence in teaching methods and the use of materials that promote effective pupil use of the sequentially developed social studies skills in the areas of history, economics, geography, political science and sociology. Competencies shall include but are not restricted to the following:

(i) knowledge of prerequisite readiness skills at all levels and the ability to assess and teach them;

(ii) ability to apply techniques for teaching basic social studies skills including but not limited to group interaction, decision making, graphing, mapping, research and study skills;

(iii) ability to use special materials and strategies that assist students to recognize that Native American people and their unique history make a significant impact on Montana and United States history;

(iv) ability to use materials and practices that encourage broad-based and independent study of different cultures and their interdependence; and

(v) ability to use strategies and materials to educate students in becoming more effective and analytical citizens;

(d) language arts--specifically, the development of instructional competence in teaching methods and the use of materials that promote effective pupil use of the sequentially developed language arts skills which include thinking, viewing, listening, speaking, reading, and writing. Competencies shall include but are not restricted to the following:

(i) knowledge of prerequisite readiness skills at all levels and the ability to assess and teach them;

(ii) ability to apply techniques for teaching basic reading skills in the areas of vocabulary development, comprehension, word attack, and study skills;

(iii) ability to use special materials and strategies that assist students with differing cultural or language backgrounds;

(iv) ability to use criteria to evaluate and select appropriate materials and strategies for teaching thinking, viewing, listening, speaking, reading, and writing in the content areas;

(v) ability to use materials and practices that encourage independent and broad-based reading through children's literature; and

(vi) ability to use strategies and materials to educate students in becoming more efficient and analytical viewers;

(vii) provide a comprehensive knowledge of literature appropriate for children in the elementary grades and provide techniques in developing children's sensitivity to and enthusiasm for literature;

(e) mathematics--specifically, the program shall include mathematics substantially beyond the K-8 curriculum and shall provide experiences and studies which develop the skills to:

(i) integrate appropriate technology including the calculator and the computer in the learning and teaching of mathematics;

(ii) integrate problem solving, reasoning, estimation, and manipulatives in the learning and teaching of mathematics;

(iii) understand and appreciate the historical and cultural development of the mathematical concepts and principles usually taught in K-8 curriculum;

(iv) use a variety of problem-solving strategies to investigate, understand, apply and teach mathematical concepts;

(v) correctly communicate the use of the language of mathematics through discussion, modeling and writing;

(vi) apply inductive and deductive reasoning in developing mathematical concepts;

(vii) understand, represent and explain the concepts of, operations on, and the relationships among subsets of the real numbers;

(viii) understand and apply fundamental number theory concepts;

(ix) analyze and explain various procedures and algorithms for computation with real numbers using a variety of models;

(x) select, model and use an appropriate method for computing from among mental arithmetic, paper and pencil, calculator, computer and other technology in a variety of settings;

(xi) explore, apply and explain estimation strategies, recognize when an estimate is appropriate, and determine reasonableness of results;

(xii) understand and explain measurement, the concept of a unit, the process of measuring and the structure and use of both the customary and metric systems;

(xiii) model and explain the concepts of perimeter, area and volume through concrete and abstract experience;

(xiv) identify, describe, construct, compare and classify geometric shapes and figures;

(xv) visualize and represent spatial relationships of geometric shapes;

(xvi) understand and apply geometric properties and relations in solving problems and in developing other mathematical concepts appropriate to the K-8 curriculum;

(xvii) understand, apply and explain coordinate systems;

(xviii) use informal statistical methods to solve problems and make inferences;

(xix) understand the concepts of probability, develop simulations and make predictions;

(xx) represent and analyze relationships using tables, rules and graphs, and translate among tabular, symbolic and graphical representations of functions;

(xxi) understand, apply and explain algebraic concepts to examine and solve a variety of real world problems; and

(xxii) illustrate the connectedness of mathematical concepts;

(f) physical education and health--specifically, the ability to:

(i) implement methods and materials that promote health enhancement via movement experiences and health concepts which include but are not limited to:

(A) personal health and fitness;

(B) accident prevention and safety;

(C) nutrition;

(D) consumer, community and environmental health;

(E) mental and emotional health;

(F) family life education/human sexuality;

(G) stress management;

(ii) understand basic motor development and its sequential application to specific movement patterns, including locomotor, nonlocomotor, manipulative, rhythm/dance, movement exploration, Native American games and activities, outdoor education, games and sport skills;

(iii) select and use appropriate techniques to evaluate movement patterns in order to design appropriate programs; and

(iv) understand traffic and safety education including bicycle, passenger, and pedestrian safety, disaster preparedness, fire safety, and water, home and recreational safety.

(g) science--specifically, the program shall:

(i) provide the competence to understand science content in laboratory and field-oriented science including study in life science, physical science, and earth science disciplines;

(ii) provide competence in the teaching of science processes, content safety and attitudes;

(iii) require completion of extensive preparation in elementary science methods scheduled after the science content courses have been completed and prior to student teaching. The preparation shall include experiences with hands-on activities to promote process skill development, the selection of appropriate science content, development of techniques for evaluating pupil progress, the design of classroom environments that promote positive attitudes, the selection and use of a variety of instructional strategies and materials, and skills and abilities necessary to promote logical, critical and creative thinking;

(iv) develop a professional orientation by including experiences that instill positive attitudes toward science and science teaching and foster an appreciation for the value of science in the total curriculum and in the lives of children; and

(h) traffic and safety education--specifically, the ability to:

(i) provide a comprehensive knowledge of traffic and safety education, including bicycle and pedestrian safety, passenger and pupil transportation safety, basic first aid, disaster preparedness, fire safety principles and exit drills, and water, home, and recreational safety. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89.)

10.58.509 ENGLISH/LANGUAGE ARTS For the prospective teacher the program shall:

(1) provide knowledge of language including:

(a) the structure, history, dialect, grammatical system, nonverbal system, and semantic system of the English language;

(b) the developmental processes by which individuals acquire, understand, and use language;

(c) the influence of social, regional, economic, and cultural factors on language variations and use;

(d) how speaking, listening, writing, reading, thinking, and nonverbal communication are interrelated; and

(e) how language is used to influence the thinking of others;

(2) provide knowledge of composition including:

(a) the stages involved in the composing process (i.e., prewriting, writing, revising, editing and evaluating);

(b) the elements involved in composing oral and written forms (e.g., considerations

of subject, purpose, audience, point-of-view, mode, tone and style);

(c) the linguistic, rhetorical, and stylistic concepts that influence the substance and structure of oral and written discourse;

(d) the processes and criteria by which oral, written and nonverbal discourse can be evaluated (e.g., observation, holistic scoring, analytic scoring in writing and individual conferences);

(e) the development of individuals' oral and written language abilities;

(f) processes and strategies for writing across the curriculum;

(g) the major grammatical theories;

(h) the latest research on effective strategies for teaching the composing process;

(3) provide knowledge of an extensive body of literature, including:

(a) American, English, and world, including nonwestern, mythology, contemporary literature, literature by women and multicultural groups, and literature for children and adolescents;

(b) approaches to literary analysis and criticism as well as varied ways to respond to, discuss, understand and evaluate literature, including:

(i) knowledge of genres; and

(ii) sensitivity to literature as a means for examining human problems, achievements, values and conflicts;

(c) approaches to appreciating literature and reading as a life-long source of learning as well as pleasure;

(4) provide knowledge of the processes involved in thinking, listening, speaking, reading, writing and viewing for a variety of purposes and in a variety of formats;

(5) provide knowledge about the nature, function, and structure of nonprint and nonverbal media and their relationship to print and verbal expression, including:

(a) how various media influence and communicate different messages; and

(b) how to evaluate, select and use a variety of instructional media and technology;

(6) provide knowledge of English language arts curricula including:

(a) the development, implementation, and evaluation of curricula;

(b) the procedures used to design English language arts curricula for students of different ages, abilities, linguistic, cultural and community backgrounds;

(c) the selection, evaluation, and use of instructional resources and materials, including nonprint media and computer software;

(d) the communication of curriculum objectives to colleagues, parents, and the public; and

(e) an awareness of the language, subject matter, and teaching strategies which evoke criticisms by special interest groups as well as strategies and legal information for coping with the criticisms

(7) develop the ability to identify, assess, evaluate, and interpret student progress in thinking, listening, speaking, reading, writing and viewing in a variety of communicative contexts and purposes;

(8) develop the ability to help students improve their skills in using and responding to language, including:

(a) designing contexts in which students have a purpose for creating, improving, and evaluating their own and others' oral and written discourse;

(b) responding specifically and constructively to a student's oral and written discourse;

(c) helping students distinguish between effective and ineffective discourse in relation to audience, purpose, context, and other relevant criteria;

(d) helping students identify and weigh facts, inferences, implications, and judgments in oral and written discourse;

(e) helping students recognize and practice the language options available and appropriate in various social, regional, and cultural environments and communicative contexts; and

(f) helping students recognize the ever-changing nature of language;

(9) develop the ability to help students learn to listen and read effectively for information, understanding, and pleasure;

(10) develop the ability to help students respond to, discuss, understand, analyze and evaluate all forms of print, nonprint, and nonverbal media and communication;

(11) develop the ability to help students ask questions that elicit facts, opinions, generalizations, and judgments that are appropriate to the subject and occasion; and

(12) develop the ability to design instruction that engages the intellect, imagination, and emotions of students in their thinking, listening, speaking, reading, writing, and viewing. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89.)

10.58.510 EXCEPTIONAL CHILDREN K-12 (1) Common standards applicable to all areas of special education are followed by specific standards for areas of specialization. Programs leading to K-12 certification for teachers of exceptional children shall meet the common standards and have an emphasis in at least two of the special areas.

(2) Common standards: For the prospective teacher the program shall provide:

(a) an understanding of the types of exceptionalities among preschool children, children and youth and their educational relevance;

(b) experiences in individual and group classroom management procedures appropriate to exceptional children, such as:

(i) use of diagnostic procedures to identify the exceptional child's learning difficulties and specialized needs;

(ii) ability to develop and implement prescriptive programs based on diagnostic findings; and

(iii) knowledge of the techniques used in behavioral control;

(iv) sufficient preparation to address the following for developing appropriate programming and program evaluation:

(A) knowledge and skills in devising appropriate early childhood developmental activities in all areas of learning; and

(B) ability to set up and use a system of continuous program evaluation (e.g., consumer satisfaction and child progress including IEPs);

(c) opportunities to observe institutions and facilities concerned with the education, health, and welfare of all types of exceptional children;

(d) early opportunities for supervised laboratory experiences with exceptional children as one means of determining the candidate's maturity for work with exceptional children;

(e) encouragement of student affiliation with professional groups, and an awareness of the referral agencies available for aid to exceptional children;

(f) a specific understanding of federal and state rules and regulations related to

educating exceptional children;

(g) opportunities to work with groups of children and individuals within groups who have different educational needs; and

(h) opportunities to work with children who have difficult handicapping conditions.

(3) Specialized standards: The program shall require in-depth study and experience which develop competence in at least two of the following areas of concentration:

(a) Emotionally Disturbed: For the prospective teacher the program shall provide:

(i) the theoretical bases of counseling and psychotherapy with in-depth studies in emotional and social problems;

(ii) specific techniques for the diagnosis and remedy of learning problems caused by maldevelopment of personality as manifested by a variety of symptoms and problems, such as adjustment reactions of childhood, conduct disorders, neuroses, character disorders, and psychoses;

(iii) an awareness of the significant role of parents and the influence of the total environment of the pupil; and

(iv) knowledge of the results of research in closely allied fields as well as the specific discipline.

(b) Hearing Impaired: For the prospective teacher the program shall provide:

(i) skills in managing pupils with speech and hearing disorders, including diagnosis and evaluation, therapeutic methods and materials;

(ii) study in audiometry and hearing rehabilitation, including studies in hearing problems and hearing tests;

(iii) skills in auditory training and speech reading, speech for the acoustically handicapped, sign language, and working with the deaf;

(iv) opportunities to observe procedures of diagnosis and case management by qualified clinicians;

(v) therapeutic skills and judgments and provide opportunities to perform therapeutic services under supervision; and

(vi) study of the anatomy and physiology of the auditory system and knowledge of the symptoms and diagnosis of hard-of hearing and deafness.

(c) Mentally Retarded: For the prospective teacher the program shall provide:

(i) knowledge related to the needs of the mentally retarded, knowledge of programs and procedures for working with the mentally retarded, and professional laboratory experiences with mentally retarded children;

(ii) studies and experiences which give the prospective teachers knowledge of the following:

(A) etiology of mental retardation;

(B) characteristics of the mentally retarded and classification and diagnosis of mental retardation;

(C) social control and adjustment of the mentally retarded;

(D) information about the educational processes of the mildly, moderately, and severely mentally retarded;

(E) interpretation of psychological tests;

(F) screening and selection of children for class placement;

(G) curriculum development, methods, materials, and special teaching techniques; and

(H) problems related to integration of mentally retarded students into general

school organization;

(iii) knowledge of all levels of mental retardation and allow for emphasis in one or more of these levels.

(d) Orthopedically Impaired: For the prospective teacher the program shall provide:

(i) knowledge of learning environments for children who are medically defined as physically handicapped, have other health problems, or have central system disorders that place them within a definition of chronic conditions;

(ii) understanding and knowledge of the special problems and processes of assessing the physically handicapped, with emphasis on the effects of the physical handicap on the learning processes and the diagnostic procedures to be used in the teaching role; and

(iii) experiences to develop skills in curriculum development and special methodologies relative to children who may be multiply handicapped.

(e) Visually Impaired: For the prospective teacher the program shall provide:

(i) study of the anatomy and physiology of the eye and knowledge of the symptoms and diagnosis of partial vision and total loss of sight;

(ii) knowledge of local, state, and national facilities for serving the visually impaired and the blind and knowledge of the provisions available for the partially seeing child;

(iii) knowledge of common plans of organization and current facilities for serving partially seeing children, and the principles of preparation, selection, and effective use of appropriate instructional materials;

(iv) skills to solve the problems of adaptation of school environments to meet the needs of partially seeing children; and

(v) skills in using teaching methods and testing programs and interpretations applied to the special needs and capabilities of partially seeing and blind children.

(f) Specific Learning Disabilities: For the prospective teacher the program shall provide:

(i) knowledge of learning theory as well as educational psychology, orientation in psychological testing, and diagnosis and correction of learning disabilities;

(ii) experience in the education of those with learning disabilities (such as dyslexia, perceptual handicaps, brain injury, minimal brain dysfunction, and developmental aphasia), remedial work in basic skills, reading, and in curriculum development for teaching students with learning disabilities; and

(iii) an adequate understanding of group dynamics, interviewing, and counseling and for knowledge of community resources.

(g) Preschool Handicapped Child: For the prospective teacher, the program shall provide:

(i) knowledge of prenatal development, normal developmental sequences, and theoretical foundations for contemporary developmental theories, with emphasis on the following:

(A) prenatal care and the birth process;

(B) birth defects and genetic syndromes;

(C) play and its role in development;

(D) motor, perceptual, sensory, language, psychological, cognitive, and social developmental sequences;

(E) variations in human development including both normal variations and

developmental delays; and

(F) the child as a whole person, with consideration for the special needs (physical, emotional/affective, moral/spiritual, etc.) imposed by handicapping conditions;

(ii) knowledge of the young child within the context of the family and the demographic and socioeconomic factors impinging on the family, with special emphasis on the following:

(A) bonding and separation, and their reciprocal effects;

(B) family dynamics with respect to functional and dysfunctional family relationships;

(C) various ethnic, linguistic, and cultural backgrounds and their effect on parenting style and impact on children;

(D) the variety of family structures and settings;

(E) the unique, personal needs of parents and siblings of disabled children; and

(F) the potentials and limitations of parents as teachers of their disabled children;

(iii) skills in programming issues related to:

(A) assessing (e.g., using evaluation techniques and tools, reviewing comprehensive health status evaluations, performing criterion referenced and culturally fair testing, estimating family needs and capabilities, and measuring the child's social integration);

(B) planning (e.g., integrating assessment and observational data, using assessment data to develop curricula and activities, developing strategic individual education or family service plans);

(C) programming for families (e.g., encouraging parents to participate and support educational programs, assisting parents to work effectively with their children on developmental skills, working with parents to identify and advocate for services in the most normal and least restrictive settings, individualizing intervention tactics to meet unique handicapping conditions, developing practical listening and communication skills, and providing counseling to the family);

(D) programming for children (e.g., devising appropriate developmental activities, demonstrating effective techniques in line with the child's strengths, enabling young children to make choices and decisions, preparing children for the transition from the home to preschool or school, demonstrating skills in task analysis and adaptation, and displaying effective methods of classroom management and discipline); and

(E) evaluating outcomes of activities (e.g., setting up and using continuous program evaluation systems such as child progress measures and consumer satisfaction ratings, ensuring that all program elements meet child and family needs, making data based decisions to modify program objectives, and sharing evaluative information appropriately);

(iv) skills in designing, organizing, and implementing learning environments and intervention models, specifically:

(A) directing the activities of paraprofessionals and parent volunteers;

(B) operating in various settings, (e.g., home based, center based, consultative, itinerant resource, etc.); and

(C) relating to various administrative or organizational structures, (e.g., public schools, special education cooperatives, nonprofit corporations, etc.);

(v) skills in multidisciplinary processes, specifically:

(A) sharing and exchanging information with parents, professionals from other disciplines, and support personnel;

(B) functioning as case manager to coordinate team processes and resolve conflicts

between team members; and

(C) knowing the scope and function of service and support systems, including financial resources, which assist in the care and education of young children and their families;

(vi) knowledge and skills with respect to the following topics:

(A) history, philosophy, and theory of special education and early intervention; and

(B) federal, state, and local laws, regulations, and policies that affect early intervention. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89.)

10.58.511 FOREIGN LANGUAGES For the prospective teacher the program shall provide:

(1) study in phonology, conversation, grammar and composition, linguistics (applied to the specific language or applied to foreign languages as a whole), literature, and culture;

(2) sufficient listening comprehension to understand most routine social conventions, conversations on school or work requirements, and discussions on concrete topics related to particular interests and special fields of competence;

(3) the speaking ability to satisfy most work requirements, and show some ability to communicate on concrete topics relating to particular interests and special fields of competence;

(4) the ability to read with comprehension factual information in nontechnical prose, as well as concrete topics related to special interests; read for information and description; follow a sequence of events and react to that information; and separate main ideas and details in material written for the general public;

(5) the ability to write about most common topics with some precision and in some detail; write detailed resumes and summaries; take accurate notes; write social and informal business correspondence; describe and narrate personal experiences; explain simple points of view in prose discourse; and write about concrete topics relating to particular interests and special fields of competence;

(6) a working social and professional competence in cultural skills, including the ability to: participate in social situations and those within one vocation; handle unfamiliar situations with ease and sensitivity, including those involving common taboos or other controversial subjects; and comprehend most nonverbal responses, including some culture-related humor;

(7) an awareness of language as an essential element of culture, an understanding of the principal ways in which the foreign culture differs from our own, first-hand knowledge of literary masterpieces, and acquaintance with the geography, history, art, and social customs of major lands in which the language is dominant;

(8) an understanding of the differences between the sound systems, forms, and structures of the foreign language and English and the ability to apply this understanding to modern foreign language teaching;

(9) a knowledge of the present-day objectives of foreign language teaching as communication, and an understanding of the methods and techniques for attaining these objectives;

(10) a knowledge of the use of special techniques, such as educational media, the

relation of modern foreign language study to other curricular areas, and the ability to evaluate the professional literature of foreign language teaching;

(11) preparation of teachers of classical languages through adherence to the preceding standards, with additional emphasis on appreciation of the language and gaining control of its sounds, structure, and vocabulary rather than on conversational objectives. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-1-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89.)

10.58.512 GUIDANCE AND COUNSELING K-12 For the prospective counselor the program shall provide:

(1) evidence that careful screening is employed to assure that only persons who have the potential for developing effective relationships with students, teachers, administrators, and parents are accepted as candidates;

(2) understanding of the philosophy, organization, and professional activities related to the practice of school counseling K-12;

(3) knowledge of referral agencies and other services outside the school setting;

(4) an understanding of individual growth and development, including the dynamics of human behavior;

(5) the extension of the pre-counselor's understanding of basic educational philosophies and school curriculum patterns K-12;

(6) understanding of societal forces and cultural changes, with particular reference to socio-economic, ethnic, and racial groups;

(7) competence in both elementary and secondary guidance and counseling in the following areas:

(a) administration and interpretation of intelligence, aptitude and interest, achievement, and personality assessment;

(b) individual and group guidance;

(c) individual and group counseling;

(d) assisting students in developing personal, social, educational, and career/life planning decision-making skills;

(e) placement and follow-up;

(f) planning, implementation, administration, and evaluation of guidance and counseling programs;

(g) performance, interpretation, and use of educational research;

(h) drug and alcohol prevention/intervention programs, suicide, eating disorders, child abuse (physical and sexual), teenage pregnancy, human sexuality, family relations, grief, separation, and loss; and

(i) consultation with families and professional staff;

(8) functional knowledge of special education rules and regulations and other state and federal laws as they pertain to guidance and counseling;

(9) an understanding of career development theories and processes; and

(10) supervised laboratory and practicum experiences in a school setting, including observation, practice and performance of the duties of a school counselor. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89.)

10.58.513 HEALTH For the prospective teacher the program shall provide:

(1) the ability to plan, organize, and implement a comprehensive school health program including:

(a) school health curriculum, including goals and objectives, planned learner activities and integrated with related disciplines, to include:

(i) personal health and fitness;

(ii) accident prevention and safety;

(iii) nutrition;

(iv) community health;

(v) consumer health;

(vi) family life education/human sexuality;

(vii) chronic and communicable disease prevention;

(viii) use and abuse of substances;

(ix) mental and emotional health; and

(x) environmental health;

(b) school health services, including awareness of health professionals, barriers to learning, health records, and health policies; and

(c) healthy school environment, including health promotion for staff, food services, sanitation, and social climate;

(2) knowledge and skills related to health concepts including:

(a) the interrelationship of the physical, emotional, social, and intellectual dimensions of growth and development;

(b) the many topical areas included in the health curriculum and the relationship to total health;

(c) the educational, environmental, and organizational strategies used to involve staff in health promotion and wellness; and

(d) medical ethical issues as they relate to the availability of technology and procedures for society at large;

(3) knowledge and skills to teach prevention and intervention strategies, including but not limited to:

(a) basic communication and counseling skills;

(b) assertiveness;

(c) building self-esteem/self-concept;

(d) stress management;

(e) conflict resolution;

(f) ethical decision making; and

(g) identification of obstacles to learning and referral. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79 ; AMD, 1984 MAR p. 831, Eff. 3/31/89.)

10.58.514 HOME ECONOMICS For the prospective teacher the program shall provide:

(1) basic information about child development and the creation and maintenance of an environment in which children and families develop and interact as individuals and family members;

(2) an understanding of the multiplicity of factors involved in clothing and textiles for personal and family needs;

(3) emphasis on the importance of value judgments and decisions about shelters,

furnishings, and equipment for individual and family needs;

(4) knowledge and experience for selecting, planning, preparing, and serving foods that meet the nutritional needs of various individuals, families, and groups;

(5) knowledge and experience in individual and family resource management that meets individual and family goals at the various stages of life;

(6) knowledge in planning, developing, teaching, supervising, and evaluating programs in occupational home economics;

(7) an opportunity for interdisciplinary and multi-agency approaches to the preparation of home economics teachers;

(8) study in the humanities and the social, behavioral, and natural sciences; and

(9) the ability to use home economics youth organizations as a means to teach leadership skills through public speaking, parliamentary procedures, and cooperative group efforts. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89.)

10.58.515 INDUSTRIAL ARTS/TECHNOLOGY EDUCATION For the prospective teacher the program shall:

(1) provide an emphasis on course work in math/science and related subject areas beyond the core requirements;

(2) provide a fundamental knowledge about the development of industry and technology and its effect on people, the environment and culture; and about industry, its organization, personnel systems, techniques, resources and products and their sociological impact;

(3) provide instructional content drawn from the following content organizers.

(a) communication: efficiently using resources to transfer information to extend human potential;

(b) construction: efficiently using resources to build structures on-site;

(c) manufacturing: efficiently using resources to extract and convert raw/recycled materials into industrial and consumer goods; and

(d) transportation: efficiently using resources to save time and to attain and maintain direct physical contact and exchange among individuals and societal units through the movement of materials/goods and people;

(4) provide skill in the use of tools, instruments and machines;

(5) assist students in developing insight, understanding and application of technological concepts, processes and systems;

(6) assist students to apply tools, materials, machines, processes and technical concepts safely and efficiently;

(7) develop skills, creative abilities, positive self-concepts and individual potentials relating to technology;

(8) develop student problem-solving and decision-making abilities involving human and material resources, processes and technological systems;

(9) provide activities-oriented laboratory instruction with students reinforcing abstract concepts with concrete experiences;

(10) emphasize "know-how" and "ability to do" in carrying out technological work;

(11) develop student attitudes, knowledge and skills regarding the functioning of industrial and technological systems;

(12) develop the ability to apply technological attitudes, knowledge and skills to understand new or different past-present-future technology systems;

(13) develop an understanding of the application of other areas of knowledge (i.e., mathematics, science, history) to technology and the solution of human and social problems; and

(14) provide courses/experience to enable the graduate to perform the following tasks:

(a) establish a student association within the industrial arts/technology education program including selection of appropriate organizations, establishing a chapter, conducting activities and assisting in management and evaluation; and

(b) develop and coordinate an external advisory committee for the program. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89.)

10.58.516 JOURNALISM The program shall enable the prospective teacher to:

(1) communicate through effective writing by providing experiences in the basic skills and mechanics of the journalism profession;

(2) demonstrate different journalistic styles;

(3) interview and conduct research;

(4) stress the necessity for accuracy;

(5) develop knowledge and skills in the technical methods and tools used in journalism, such as grammar, copy reading, editing, makeup, headline writing, production process, photography, advertising copy, and design;

(6) analyze the organizational structure of the news media, showing how and why this structure has changed;

(7) develop an understanding of the functions of the American economic system as it relates to mass media (advertising, media sales, circulation, and distribution);

(8) possess a knowledge of the history and development of mass media, illustrating their technological developments and impact upon society;

(9) develop knowledge of the social responsibilities, laws, and ethics of mass media and illustrate the effects of the news media upon law and the effects of law upon the news media;

(10) develop an understanding of and appreciation for the free flow of information and the role of the news media in a democratic society;

(11) convey the news media's responsibility for comprehensive reporting of diverse economic and social environments;

(12) work effectively with public relations between the school and the community served by the school; and

(13) develop an awareness of career opportunities in journalism and the preparation required for such careers. (History: Sec. 20-2-112, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89.)

10.58.517 LIBRARY MEDIA K-12 For the prospective library media specialist the program shall develop skills in:

(1) organization and administration of the library media center including:

(a) assessing needs;

(b) setting goals, objectives, and priorities;
(c) interpreting the program through public relations;
(d) establishing policies and procedures;
(e) planning use of facilities and equipment;
(f) using computers/technology for library media center management;
(g) formulating the budget and developing funding proposals;
(h) supervising and training personnel;
(i) developing job descriptions;
(j) evaluating programs and procedures according to state, regional, and national guidelines; and
(k) participating in a supervised practicum experience;
(2) selection, acquisition, and organization of resources/media including:
(a) evaluating and selecting resources (knowledge of evaluative selection aids--print, nonprint, and equipment--and of review sources, standard and current);
(b) acquiring resources (publishers, jobbers, producers, vendors, ordering procedures);
(c) organizing resources (knowledge of cataloging, indexing, processing, filing, and records management); and
(d) maintaining resources (knowledge of inventory, shelving, weeding, storage, and maintaining security);
(3) information sources and services including:
(a) acquiring knowledge of reference works and uses;
(b) acquiring knowledge of children and young adult literature;
(c) acquiring knowledge of community resources, networks, and resource sharing; and
(d) acquiring knowledge of data bases to locate and retrieve information;
(4) instructional services including:
(a) participating in design and development of the curriculum;
(b) assisting in selection and use of appropriate media to achieve specific instructional objectives and learner outcomes;
(c) teaching media, reference, research, literature, and production skills;
(d) producing basic nonprint media;
(e) applying instructional design principles in the production and adapting of materials;
(f) integrating library media skills into the curriculum;
(g) using computers and technology in the instructional program; and
(h) operating common audio, projection, video, and computer equipment;
(5) professional development including:
(a) being aware of the role and function of professional organizations and state and federal agencies; and
(b) being familiar with laws and regulations pertinent to library media programs such as those concerning copyright and confidentiality. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79: AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89.)

10.58.518 MATHEMATICS For the prospective teacher the program shall:
(1) include content studies and methods experiences relevant to mathematics

curricula grades 5-12;

(2) include hands-on laboratory experiences that develop competence to teach mathematics in grades 5-12;

(3) include experiences that develop competence to teach applications of mathematics from the concrete to abstract levels in a variety of real world situations;

(4) include problem solving as a method of learning and teaching mathematics;

(5) include the principles of inductive and deductive reasoning;

(6) develop an understanding of the interrelationship of different branches of mathematics, including the historical, cultural and philosophical significance of mathematical principles;

(7) include current trends in mathematics and the impact of technology in changing both content and methods of teaching mathematics;

(8) include experiences with current technology (calculator, software, programming, etc.) and mental arithmetic and estimation, and stress appropriate uses of each in the learning and teaching of mathematics;

(9) include the identification, selection, adaptation, evaluation and the use of a variety of resource materials to develop concepts and generate enthusiasm for mathematics;

(10) develop an understanding of:

(a) the structure of the real and complex number systems;

(b) number theory;

(c) the general properties and behavior of algebraic and transcendental functions, including real world and theoretical applications;

(d) the principles of differential and integral calculus;

(e) linear algebra with applications to different disciplines;

(f) spatial geometric relationships;

(g) Euclidean and non-Euclidean geometries by comparing their axiomatic systems and applying the geometric principles involved to real world situations;

(h) experimental probability, theoretical probability, probability distributions and simulation methods as appropriate, to represent situations and to make predictions involving uncertainty;

(i) statistical methods, inference and hypothesis testing to solve problems;

(j) discrete as well as continuous mathematical systems; and

(k) the appropriate use of technology in the process of learning and teaching mathematics. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89.)

10.58.519 MUSIC K-12 For the prospective teacher the program shall develop:

(1) a functional knowledge of musical notation and language;

(2) aural perception in dealing with tonal and temporal relationships;

(3) an understanding of the function and interaction of the elements of music, including duration, frequency, intensity, timbre, texture, and form;

(4) the ability to use the common elements of music in both aural and visual analysis;

(5) comprehensive knowledge and skills in basic conducting for choral and instrumental ensembles, score reading, rehearsal, and motivation techniques;

(6) the ability to use, arrange, transpose, and adapt music from a variety of

sources to meet the needs and ability levels of school performing groups and classroom situations;

(7) the ability to guide students into creative and/or improvisational experiences and performances at both elementary and secondary levels;

(8) functional proficiency on keyboard and fretted instruments sufficiently advanced to use the instruments for demonstration and accompaniment;

(9) individual performance ability to accurately and expressively perform standard solo literature;

(10) the ability to perform in both vocal and instrumental ensembles;

(11) the ability to perform in a variety of small ensembles in their primary performance area;

(12) knowledge, understanding, and appreciation of music in contemporary and past cultures, including multicultural and world music;

(13) knowledge of the relationship of music to other arts and humanities in contemporary and past cultures;

(14) the ability to identify compositions as to historic and stylistic perspective;

(15) an understanding of the philosophical, psychological, and aesthetic aspects of music;

(16) the ability to formulate a comprehensive music program, including curricula for a school or district which is based upon a sound philosophy of aesthetic education;

(17) performance ability on wind, string, and percussion instruments as well as the singing voice for the purpose of developing the knowledge and skill necessary to conduct instrumental and choral ensembles;

(18) skills for teaching various vocal/choral classes, such as chorus and general music, and various types of instrumental groups through laboratory experiences;

(19) an awareness of new or recent trends and technologies in music education;

(20) knowledge of current music methods and materials for elementary education and appropriate supplementary materials;

(21) a knowledge of the techniques of selecting music literature (solo/ensemble) appropriate for general music, vocal/choral music (considering range, tessitura, and the growing and changing voice), and instrumental music at the elementary and secondary levels;

(22) skill to promote and publicize music education programs to gain appreciation and support from the school and community;

(23) a knowledge of and skills to disseminate music career information;

(24) the ability to plan and program musical performances and productions;

(25) the ability to use the singing voice in teaching young children; and

(26) the ability to assist young children in the development of their singing voices.

(History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89.)

10.58.520 PHYSICAL EDUCATION AND HEALTH K-12 For the prospective teacher the program shall:

(1) provide competence for the delivery and evaluation of planned learning activities which are developmental and sequential in the area of:

(a) personal health and fitness, including:

(i) emotional and mental health;

(ii) the physical, social and emotional hazards of drugs, alcohol and tobacco;

(iii) physical and emotional aspects of human sexuality;

(iv) communicable diseases including STDs, body defenses, and immunization programs;

(v) consumer health including the evaluation of health products and services;

(vi) the study of anatomy, exercise physiology, kinesiology, and body chemistry;

(vii) nutrition, including weight control, food fads, diet supplements and eating disorders;

(viii) training and conditioning methods and techniques, including weight training as it relates to physical growth and maturation; and

(ix) role modeling as it pertains to a healthy life style and its impact on society;

(b) societal issues, including:

(i) community and environmental health, including sanitation and pollution;

(ii) communicable diseases, including STDs and immunization programs;

(iii) consumer health education, including the ethical use of benefits plans and health care services; and

(iv) medical ethical issues as they relate to the availability of technology and procedures for society at large;

(2) provide knowledge and skills to teach prevention and intervention strategies, including:

(a) basic communication and counseling skills;

(b) assertiveness;

(c) building self-esteem/self-concept;

(d) stress management;

(e) conflict resolution;

(f) ethical decision making; and

(g) identification of obstacles to learning and referral;

(3) provide an understanding of the skills used to observe, analyze, prescribe and manage student learning in a wide variety of activities including:

(a) fundamental motor skills and exercises;

(b) movement exploration and tumbling;

(c) individual and dual sports;

(d) team sports and games;

(e) mass games and activities;

(f) rhythms and dance;

(g) outdoor education; and

(h) Native American games and activities;

(4) provide knowledge and skill in organizing, planning, administering and evaluating the total health enhancement curriculum including:

(a) the relationship of health enhancement to the total curriculum;

(b) maintenance of facilities; the selection, purchase and care of equipment and supplies;

(c) organization and administration of intramural, recreational, and interscholastic programs;

(d) good public relations skills in interpreting the health enhancement curriculum;

(e) aspects of liability and insurance;

(5) provide competence in working with exceptional students including:

(a) administration of programs;

(b) identification of common physical and mental exceptionalities; and

(c) prescription of adapted programs specific to individual exceptionalities;

(6) relate the importance and appropriate use of language arts skills to the health enhancement program;

(7) provide knowledge of principles, standards and procedures of safety including:

(a) first aid and emergency care including required advanced Red Cross certification, CPR training; and

(b) safety, including outdoor, water, home and traffic. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89.)

10.58.521 READING SPECIALISTS K-12 For the prospective reading specialist the program shall provide:

(1) a planned sequence of study, including but not limited to: general background (psychology of the reading process, nature and scope of reading program), reading skills leading to comprehension (readiness for reading at any level, word recognition skills, vocabulary development), accommodation for experiential and cultural background, diagnostic and remedial teaching, organization of the reading program (classroom organization, varied approaches to reading instruction), selection and use of materials, and the application of reading skills;

(2) understanding of the nature of the learner and the learning process with specific application to reading;

(3) knowledge of the techniques and materials used in reading instruction;

(4) skills to diagnose reading problems and design appropriate instruction for all students;

(5) a supervised practicum with children and youth in developmental, corrective, and accelerated reading instruction;

(6) studies, experiences, and activities in language arts which increase knowledge and skill related to:

(a) development of oral and written language;

(b) communication skills, including vocabulary and concept development;

(c) effect of dialects;

(d) relationship of writing and spelling to reading; and

(e) relationship of listening to reading;

(7) knowledge and competence in:

(a) developing staff understanding and support of the reading program, and

(b) organizing, managing, and evaluating a reading program for all children; and

(8) understanding of the relationship of reading to all other subject areas, with an understanding of tactics for increasing students' reading abilities in those subject areas. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89.)

10.58.522 SCIENCE (1) The comprehensive major shall include a concentration in one of the endorsable disciplines that is coupled with balanced study in three other endorsable science disciplines. Science disciplines selected shall adhere to a scope and sequence approach which ensures a thorough grounding in the basic philosophy, theory, concepts and skills associated with the discipline. Curricula leading to a certificate

in a science area must meet 10.58.522(2) and the provisions of (3) through (8) of that section.

(2) Common standards. For the prospective teacher the program shall:

(a) provide a thorough preparation of course work in one or more of the sciences, as well as supplementary study in closely related areas. This preparation shall include:

(i) both breadth and depth of knowledge in science;

(ii) competency in basic mathematics, statistics, and computer applications to science teaching; and

(iii) preparation and experience in environmental science;

(b) provide the ability to interpret science research to others;

(c) provide instruction with equipment and technology typically found in the contemporary secondary classroom; and

(d) provide an understanding of how to develop and maintain the highest levels of safety in classrooms, stockrooms, laboratories, and other areas related to instruction in science.

(3) Physical Science. For the prospective teacher the program shall:

(a) require systematic and quantitative study of the fundamental topics in chemistry and physics interrelated and illustrated with descriptive and historical perspectives, as well as the applications of physical science in society;

(b) require study in mathematics, including a working knowledge of calculus;

(c) provide opportunities to study the interaction of chemistry and physics with technology in contemporary health, ethical, and human issues;

(d) require study in biology and/or earth science, emphasizing the interrelationships among the sciences and their relationships to physical science; and

(e) require experience in designing, developing, and evaluating field, demonstration, and laboratory instructional activities, and in using special skills and techniques with equipment, facilities, and chemicals which support and enhance curricula and instruction in the physical sciences.

(4) Earth Science. For the prospective teacher the program shall:

(a) require systematic and quantitative study of the fundamental topics in earth science, interrelated and illustrated with descriptive and historical perspectives, as well as the applications of earth science in society;

(b) require course work in astronomy, geology, paleontology, meteorology, and oceanography, and their relationships with each other;

(c) require course work in biology, chemistry, or physics, emphasizing the interrelationships among the sciences and their relationships to earth science;

(d) require study in mathematics including a working knowledge of trigonometry and statistics;

(e) provide opportunities to study the ethical and human implications of such contemporary issues as the impact of technologies on the lithosphere, atmosphere, hydrosphere, and biosphere; and

(f) include experiences in designing, developing, and evaluating field, demonstration, and laboratory instructional activities, and in using special skills and techniques with equipment and facilities which support and enhance curricula and instruction in earth science. Techniques and strategies for using the local environment as a teaching/learning laboratory must be emphasized.

(5) Biology. For the prospective teacher the program shall:

(a) include study and experiences emphasizing living organisms including laboratory and field studies promoting investigation, inquiry, applications of biology in society, and the use of experimental methods;

(b) include course work in zoology, botany, physiology, genetics, ecology, microbiology, cell biology/biochemistry, and evolution, and their relationships with each other;

(c) include study in mathematics including a working knowledge of probability and statistics;

(d) include course work in physics, chemistry or earth science emphasizing the interrelationships among the sciences;

(e) provide opportunities to study the relationships between biology and technology and the impacts of biology/technology upon humans and their environment; and

(f) provide experiences in designing, developing, and evaluating field, demonstration, and laboratory instructional activities, and in using special skills and techniques with equipment, facilities, and specimens which support and enhance curricula and instruction in biology.

(6) Chemistry. For the prospective teacher the program shall:

(a) include systematic and quantitative study of the fundamental topics in chemistry, interrelated and illustrated with descriptive and historical perspectives, as well as the applications of chemistry in society;

(b) include course work in organic, inorganic, analytical, physical, and biochemistry, and their relationships with each other;

(c) include course work in physics, biology, or earth science emphasizing the interrelationships among the sciences;

(d) include study in mathematics, including a working knowledge of calculus;

(e) provide opportunities to study the interaction of chemistry and technology in contemporary health, ethical and human issues, e.g., the effects of synthetic molecules and food additives on life systems and the disposal of toxic chemical wastes, etc.; and

(f) provide experiences in designing, developing, and evaluating field, demonstration, and laboratory instructional activities, and in using special skills and techniques with equipment, facilities, and chemicals which support and enhance curricula and instruction in chemistry.

(7) Physics. For the prospective teacher the program shall:

(a) include systematic and quantitative study of the fundamental topics in physics, interrelated and illustrated with descriptive and historical perspectives, as well as the applications of physics in society;

(b) include course work in classical mechanics, electricity and magnetism, heat and thermodynamics, waves, optics, atomic and nuclear physics, radiation and radioactivity, relativity, and quantum mechanics, and their relationships with each other;

(c) include course work in biology, chemistry or earth science emphasizing interrelationships among the sciences;

(d) require study in mathematics, including an introduction to differential equations;

(e) provide opportunities to study the interaction of physics and technology in contemporary health, ethical, and human issues, e.g., power plant citing and waste disposal, long-range energy policies, and the effects of radiation on living systems, etc.; and

(f) provide experiences in designing, developing, and evaluating field, demonstration, and laboratory instructional activities, and in using special skills and

techniques with equipment and facilities which support and enhance curricula and instruction in physics.

(8) Broadfield Science. For the prospective teacher the program shall:

(a) require systematic and quantitative study of the fundamental topics in biology, chemistry, physics and earth science including descriptive and historical perspectives, as well as the applications of these sciences in society;

(b) include study and experiences emphasizing interrelationships among all the sciences, as well as between the sciences and other areas of study such as mathematics;

(c) include the study of mathematics, including a working knowledge of calculus;

(d) emphasize the relationships between science and technology and the impacts of science and technology upon humans and the environment;

(e) provide experiences in designing, developing, and evaluating field, demonstration, and laboratory instructional activities, and in using special skills and techniques with equipment, facilities, chemicals, and specimens which support and enhance curricula and instruction in all sciences including laboratory and field studies that promote investigation and inquiry, and the use of experimental methods;

(f) require preparation in the earth sciences including course work in astronomy, geology, paleontology, meteorology, and oceanography, and their relationships with each other;

(g) require preparation in biology including course work in zoology, botany, physiology, genetics, ecology, microbiology, cell biology/biochemistry, and evolution, and their relationships with each other. This preparation must include study and experiences emphasizing living organisms;

(h) require preparation in chemistry including course work in organic, inorganic, analytical, physical, and biochemistry, and their relationships with each other; and

(i) require preparation in physics including course work in classical mechanics, electricity and magnetism, heat and thermodynamics, waves, optics, atomic and nuclear physics, radiation and radioactivity, relativity, and quantum mechanics, and their relationships with each other. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89.)

10.58.523 SOCIAL SCIENCE (1) The social science program may follow the subject-major pattern or the comprehensive major pattern. The comprehensive major shall embrace a broad base of social science disciplines including anthropology, history, sociology, government, economics, psychology, and geography. The comprehensive major shall include a concentration in one of the endorsable disciplines that is coupled with balanced study in three other endorsable social science disciplines. Social science disciplines selected shall adhere to a scope and sequence approach which ensures a thorough grounding in the basic philosophy, theory, concepts and skills associated with the discipline. Curricula leading to a certificate in a discrete subject (history, political science, et al.) must meet 10.58.523(2) and the provisions of (3) through (8) of that section.

(2) Common Standards: For the prospective teacher the program shall:

(a) develop the ability to organize learning experiences which facilitate growth in group processes and human relations skills, including:

(i) the ability to relate to and feel for others;

(ii) the ability to understand one's self and develop positive self-awareness;
(iii) the ability to address and recognize individual differences; and
(iv) the ability to work with others;
(b) develop the ability to organize content into teaching/learning sequences that:
(i) address basic factual information;
(ii) arrange major concepts and data into learning sequences that help one ascertain relationships between facts, concepts, and generalizations; and
(iii) organize teaching/learning strategies that proceed from factual information to development of and subsequent application of theories;
(c) provide for study of scientific processes;
(d) develop the ability to organize material in ways that afford students opportunities to:
(i) use all one's senses for data collection, perceiving problems, observing environments and classifying objects and events;
(ii) evaluate and judge data, make inferences, form and test hypotheses; and
(iii) make reliable predictions based on learning, observations, classification, evaluation judgment, inference and tests of hypotheses;
(e) provide knowledge of a variety of processes used in examining controversial and value-related issues, including those that permit examination of both affective and cognitive input;
(f) develop and demonstrate the ability to think critically and make decisions through:
(i) application of social science disciplines by constructing support materials such as charts, maps and graphs;
(ii) use of research skills and applying information gleaned from varied local, regional, state and national sources; and
(iii) questioning effectively to generate student response;
(g) provide, develop and employ simulation and game techniques to generate direct student experience with different social science discipline concepts.
(3) Economics: For the prospective teacher the program shall provide:
(a) knowledge of economic principles, systems, history, patterns, effects and applications; and
(b) study of such concepts as:
(i) production, consumption and distribution;
(ii) unlimited wants and limited resources;
(iii) exchange of goods and services; and
(iv) societies, cultures, environments and governments.
(4) Geography: For the prospective teacher the program shall provide:
(a) knowledge of the physical, social, historical and economic theories of geography; and
(b) study of such issues and concepts as:
(i) influence of geography on human development;
(ii) difference of physical resources in various geographic areas;
(iii) impact of human use and development of geographic areas; and
(iv) impact of geological time.
(5) Government: For the prospective teacher the program shall provide:
(a) knowledge of the evolution and development of government, systems of

government, and sources of power and authority; and

(b) **study** of such political science concepts and issues as:

(i) interdependence of individuals and groups within a society;

(ii) influence of social values, beliefs and traditions on government;

(iii) sources of political power and authority;

(iv) forms of governmental structures and institutions; and

(v) impact of interest groups, pressure groups and lobbies.

(6) History: For the prospective teacher the program shall provide:

(a) knowledge of United States, European, Non-Western history and historiography; and

(b) study of such historical concerns as:

(i) that the past is studied to understand the possibilities for the future;

(ii) that continuous and unrelenting change has been a universal condition of humans;

(iii) that each generation creates and interprets history according to its needs, aspirations and points of view;

(iv) that the record of the past is fragmentary, selective and biased;

(v) that interrelated social, cultural, political, geographical, and intellectual factors have shaped history; and

(vi) that Native American people and their unique history make a significant impact on Montana and United States history.

(7) Psychology: For the prospective teacher the program shall provide:

(a) knowledge of human and animal behavior and investigative and scientific methods used in psychology; and

(b) study of such psychological concerns as:

(i) effects of stimuli on behavior;

(ii) influence of culture on behavior; and

(iii) existence of deviant behavior.

(8) Sociology: For the prospective teacher the program shall provide:

(a) knowledge of social systems and institutions and how they evolved throughout the world; and

(b) study of such social concepts as:

(i) most humans live in groups;

(ii) humans exist in diverse and similar patterns;

(iii) societies develop systems of roles, norms, values and sanctions to guide individual and group behavior; and

(iv) culture is adapted to serve human needs and humans adapt to cultural conditions. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAP p. 397, Eff. 3/31/89.)

10.58.524 SPEECH COMMUNICATION For the prospective teacher the program shall:

(1) develop skills and knowledge in public speaking, persuasion and argumentation, oral interpretation, interpersonal,
group, and mass communication, listening, communication theory, nonverbal communication, drama, and parliamentary procedure;

(2) develop and allow for demonstration of personal proficiency in various aspects of oral communications;

(3) provide knowledge of the various personal, social and communication purposes of language, such as:

(a) social and regional language variation and

(b) manipulative uses of language, such as the rhetoric of advertising and politics;

(4) provide knowledge of the nature of nonprint and nonverbal expression and their relationship to verbal expression;

(5) provide knowledge of the processes individuals employ to acquire, understand, and use their language;

(6) provide knowledge of the special language characteristics and speech patterns of children from infancy through grade 12;

(7) provide knowledge of diagnostic techniques, progress assessment, and prescriptions for improving pupils' formal and informal verbal communication skills, as appropriate to situations, purposes, audiences, forms, and styles;

(8) provide knowledge to design effective instructional strategies in speech communication;

(9) develop the ability to enhance pupil awareness of the various social and cultural backgrounds and purposes of language use; and

(10) develop an understanding and respect for responsible communication as outlined in the First Amendment of the U.S. Constitution. (History: Sec. 20-2-113, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.525 TRADES AND INDUSTRY For the prospective teacher the program shall provide:

(1) academic training resulting in at least a bachelor's degree;

(2) an awareness of the rules and regulations dealing with vocational certification, education and funding; and

(3) skills necessary for the use of trades and industry youth organizations as a means for teaching leadership skills through speech, parliamentary procedures, and cooperative group efforts. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79 ; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89.)

10.58.526 TRAFFIC EDUCATION For the prospective teacher the program shall:

(1) require that the candidate for the traffic education certificate possess a standard teacher's certificate in another area of certification;

(2) assure that the prospective teacher possesses a valid driver's license;

(3) develop an understanding of the basic principles of motor vehicle systems, dynamics, maintenance, insurance and operation;

(4) develop an understanding of the interaction of all elements of highway transportation systems, including vehicle occupant safety, alcohol safety, pedestrian safety, bicycle safety, driver education, the vehicle, driver and roadway;

(5) provide opportunities for professionally supervised student teaching experiences in theory classes and behind-the-wheel situations, and provide for the demonstration of skill in motor vehicle operation and on-street instruction;

(6) provide for study of due processes in the application of laws;

(7) provide for study of the physiological and psychological influences of alcohol and drug abuse as they relate to motor vehicle operation;

(8) provide for study of the frequency, severity, nature, and trends of accident prevention which occur to particular age groups during various life activities;

(9) provide a current listing of appropriate agencies involved with traffic safety and develop an ability to communicate effectively with them;

(10) develop an awareness of the necessity to provide pupils with positive attitudes toward safe driving as well as the required skills for safe driving;

(11) provide skills needed for giving emergency medical care and CPR to the sick and injured;

(12) develop the ability to assist pupils in examining and clarifying their beliefs, attitudes, and values as they relate to safety;

(13) provide specific knowledge of administrative procedures, practices, and policies required for organizing and operating an approved traffic education program;

(14) develop the ability to assess current trends and provide information about current materials and innovative methods in traffic materials education including vehicle occupant safety, alcohol safety, pedestrian safety, bicycle safety, and driver education;

(15) develop the ability to structure and implement driver education learning experiences and to identify and develop support materials related to:

(a) regular classroom

(b) multi-media

(c) driving simulation

(d) off-street multiple car driving range

(e) on-street driving

(f) parent involvement

(16) develop an awareness of the necessity to help students learn proper visual perceptual skills, vehicle handling and defensive driving skills and the ability to handle adverse conditions and emergency situations; and

(17) develop an awareness of the need to provide a variety of appropriate driving experiences and situations through an assortment of teaching and learning methods and activities. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD 1989 MAR p. 397, Eff. 3/31/89.)

10.58.527 TEACHING AREAS: ADDITIONAL FIELDS (1) Programs designed for teachers who hold a regular teaching certificate and desire skills in a different teaching field shall:

(a) be designed to produce skills at least equivalent to those developed by programs that have met the standards for the teaching fields outlined above; and

(b) when necessary, have laboratory experiences under the jurisdiction of the preparing institution. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.528 COMPUTER SCIENCE

The program shall prepare the prospective teacher in two areas: core computer science and application and instructional use of computers.

(1) For the prospective teacher the core computer science area shall:

(a) include computer science prerequisite to, consistent with, and substantially

beyond that which the teacher may be expected to teach;

(b) develop a competence in programming that will prepare the teacher to be able to program and to teach advanced placement computer science courses; topics covered shall include;

(i) problem solving techniques and strategies,

(ii) modern algorithm design methodology,

(iii) algorithm analysis in terms of time and space complexity,

(iv) algorithm verification techniques,

(v) competence in at least two programming languages widely used in secondary education settings, and

(vi) program testing;

(c) provide a basic introduction to the major subject areas of computer science: algorithms and data structures, programming languages, architecture and machine-dependent programming, numerical and symbolic computing, operating systems, software methodology and engineering, database and information retrieval, artificial intelligence and robotics, and human-computer communication;

(d) provide a basic introduction to computer science theory including computability and intractable problems;

(e) include the history, current trends, career opportunities, and future directions of computing and computer science; and

(f) include the impact of computers on society and the ethical and moral obligations inherent in the use of computer hardware and software.

(2) For the prospective teacher in applications and instructional uses of computers the program shall:

(a) develop the competence to use and teach common software packages, including;

(i) database,

(ii) graphics,

(iii) networking/telecommunications,

(iv) spreadsheet,

(v) word processing, and

(vi) operating systems and utilities;

(b) include content studies and experiences relevant to the computer sciences curricula grades 5-12;

(c) provide competence in the use of computers for classroom management;

(d) include a study of effective pedagogical uses of computers and software in the instructional process;

(e) develop an awareness of resource materials such as journals, sources of computers and software, computer conferences, and professional organizations;

(f) provide competence in proper keyboarding technique;

(g) develop competence in basic trouble-shooting and maintenance of the kinds of computer equipment commonly found in an educational setting; and

(h) provide a basis for evaluating, selecting and purchasing classroom hardware and software. (History: Sec. 20-2-114 MCA; IMP, Sec. 20-2-121 MCA; NEW, 1991 MAR p. 300, Eff. 3/15/91.)

Sub-Chapter 6

Curriculum Principles and Standards: Advanced Programs

10.58.601 PROGRAM PLANNING AND DEVELOPMENT

(1) A single, designated administrative unit shall be responsible for assuring the quality of post-baccalaureate programs in education. This unit shall:

(a) share aspects of this responsibility with appropriate units or committees;

(b) see that the responsibility is unified, specific, widely understood, and generally accessible;

(c) make clear provisions for communication, cooperation, and coordination among institutions operating several programs;

(d) provide information about program objectives, unique and cooperative provisions, and the means of program evaluation; and

(e) make information on program evaluation accessible.

(2) Those institutions offering both undergraduate and graduate programs shall be consistent in the programs' philosophy, principles, and objectives.

(3) The institutions shall be responsible for designing programs within the meaning and scope of teacher education objectives and within the guidelines of its governing board.

(4) The board of public education is responsible for stimulating the development of program objectives and for evolving and carrying out appropriate procedures for teacher certification.

(5) All advanced programs shall include the following:

(a) publication of specific program objectives and outlines that show how those objectives can be achieved. When two or more related objectives are served within one broad program, the provisions for achieving each shall be made clear;

(b) provisions for maintaining quality and depth of scholarship appropriate to the program objectives;

(c) a breadth of coverage that enables the preparing teacher to develop supporting and related skills and insights in addition to a major emphasis;

(d) program support from adequate staff, equipment, special facilities, including library, and any other general institutional support that maximizes the quality of each program;

(e) a program of supervised practical experience in curricula designed to develop initial competence in teaching or in an area of education specialization. This program shall develop skill in and serve as a basis for evaluating the preparing teacher's performance and recommending appropriate certification and/or a master's degree. Adequate time for both on- and off-campus experiences shall be provided to permit adaptation to individual student backgrounds and objectives; and

(f) evaluating and recommending graduate students (with reference to their special competencies in terms of specific program objectives) for certification.

(6) The institution's operating controls shall guarantee the integrity of each program and shall include:

(a) an advisory system for advanced study programs which:

(i) reflects attention to individual student potential,

(ii) uses all instructional resources, and

(iii) recognizes the rapid growth of knowledge;

(b) selective admission and retention procedures to maintain a quality of students in each program;

(c) student evaluation and degree requirements to support the admission and selective retention procedures as well as maintain harmony with program objectives that are beyond general institutional requirements;

(d) program evaluation procedures to assure continued professional appraisal and improvement;

(e) residence requirements academically appropriate to the applicable program objectives; and

(f) internal provisions to give evidence of harmony between objectives and prerequisites, to the effect that they form a consistent and interrelated whole. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89.)

10.58.602 TEACHING AREAS: ADVANCED PROGRAMS (1) Admission to such programs shall be open to persons who already hold a regular teaching certificate in a teaching field. The emphasis, in both content and rigor, should be on advanced study in that field.

(2) Learning procedures shall be appropriate to the competence of the students and their growing knowledge in the area of specialization.

(3) The content of special area programs and/or professional education shall provide:

(a) breadth in the field;

(b) the detailed study of one or more specialized aspects of the field; and

(c) access to new research and developments. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

Sub-Chapter 7

Specializations: Supervisory and Administrative Programs

10.58.701 SUPERVISORS For the prospective supervisor the program shall provide:

(1) well-defined criteria for admission, including professional field work in the schools;

(2) increased understanding of the crucial and dynamic role of the school in our culture and the development of the knowledge and skills needed to focus school resources on recognized social concerns;

(3) an advanced level of preparation that emphasizes recent research and new developments in the area to be supervised;

(4) skill in understanding principles and practices in curriculum development and interpreting them to others;

(5) the understanding of learning theory and its application to the improvement of teaching;

(6) skill in school supervision, with emphasis on individual and group processes; and

(7) the acquisition of those skills deemed essential for effective supervision, including supervised experiences in schools that offer opportunities to:

(a) observe how supervisors discharge their duties;

(b) gain knowledge of essentials in successful school supervision;

(c) acquire theoretical understanding of successful supervisory practices;

(d) learn about school organization and the essentials of coordinating various aspects of the school program; and

(e) acquire supervisory competence through practice that is carefully assessed by administrative or supervisory personnel. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79 ; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.702 SCHOOL PRINCIPALS (IS HEREBY REPEALED) (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; REP, 1985 MAR p. 1397, Eff. 9/27/85.)

10.58.703 SCHOOL SUPERINTENDENTS (IS HEREBY REPEALED) (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79 ; AMD, 1984 MAR p. 831, Eff. 5/18/84; REP 1985 MAR p. 1397, Eff. 9/27/85.)

10.58.704 SCHOOL PRINCIPALS AND SUPERINTENDENTS For the prospective administrator the program shall assure knowledge and skills of:

(1) Designing, implementing and evaluating a school climate improvement program which includes mutual efforts by staff and students to formulate and attain school goals. This competency shall include:

(a) human relations, organizational development, and leadership skills;

(b) collaborative goal setting and action planning;

(c) organizational and personal planning and time management;

(d) participative management, variations in staffing;

(e) climate assessment methods and skills;

(f) improving the quality of relationships among staff and students to enhance learning;

(g) multi-cultural and ethnic understanding; and

(h) group process, interpersonal communication, and motivational skills.

(2) Political theory and applying political skills in building local, state, and national support for education. This competency shall include:

(a) school/community public relations, coalition building, and related public service activities;

(b) politics of school governance and operations;

(c) political strategies to pass bond, tax, and other referenda;

(d) lobbying, negotiating, collective bargaining power, policy development, and policy maintenance skills to assure successful educational programs;

(e) communicating and projecting an articulate position for education;

(f) role and function of mass media in shaping and forming opinions; and

(g) conflict mediation and the skills to accept and cope with inherent controversies.

(3) Developing a systematic school curriculum that assures both extensive cultural enrichment activities and mastery of fundamental as well as progressively more complex skills required in advanced problem solving, creative and technological activities. This shall

include:

(a) planning future methods to anticipate occupational trends and their educational implications;

(b) taxonomies of instructional objectives and validation procedures for curricular units/sequences;

(c) theories of cognitive development and the sequencing/ structuring of curricula;

(d) development/application of valid and reliable performance indicators for instructional outcomes;

(e) use of computers and other technologies as instructional aids; and

(f) development/use of available cultural resources.

(4) Planning and implementing an instructional management system which includes learning objectives, curriculum design, and instructional strategies and techniques that encourage high levels of achievement. This competency shall include:

(a) curriculum design and instructional delivery strategies;

(b) instructional and motivational psychology;

(c) alternative methods of monitoring and evaluating student achievement;

(d) management of change to enhance the mastery of educational goals;

(e) applications of computer management to the instructional program;

(f) use of instructional time and resources; and

(g) cost effectiveness and program budgeting.

(5) Designing staff development and evaluation systems to enhance effectiveness of educational personnel. This competency shall include:

(a) system and staff needs assessment to identify areas for concentrated staff development and resource allocation for new personnel;

(b) use of system and staff evaluation data in personnel policy and decision making;

(c) appraisal of the effectiveness of staff development programming as it affects professional performance;

(d) using clinical supervision as a staff improvement and evaluation strategy; and

(e) assessment of individual and institutional sources of stress and development of methods for reducing that stress.

(6) Allocating human, material, and financial resources to efficiently, and in an accountable manner, assure successful student learning. This competency shall include:

(a) facilities planning, maintenance, and operation;

(b) financial planning and cash flow management;

(c) personnel administration;

(d) pupil personnel services and categorical programs;

(e) legal concepts, regulations, and codes for school operation; and

(f) analytical techniques of management.

(7) Conducting research and using research findings in decision making to improve long-range planning, school operations, and student learning. This competency shall include:

(a) research designs and methods including gathering, analyzing and interpreting data;

(b) descriptive and inferential statistics;

(c) evaluation and planning models and methods; and

(d) selection, administration, and interpretation of evaluation instruments. (History: Sec. 20-2-114 MCA; IMP, Sec. 20-2-121 MCA; NEW, 1985 MAR p. 1397, Eff.

9/27/85; AMD, 1989 MAR p. 397, Eff. 3/31/89.)

10.58.707 SCHOOL PSYCHOLOGISTS For the prospective school psychologist the advanced program shall:

(1) apply specific criteria requiring subjective and objective data for admission to the school psychology program;

(2) provide specific criteria for evaluation of candidates to ensure that they possess the personal characteristics and academic competencies appropriate to the requirements of their future roles as practicing school psychologists;

(3) implement a well-defined plan for evaluating the school psychologists it prepares and use the results in its program;

(4) provide full-time faculty who have a doctorate degree in psychology or education or related disciplines or have training and experience deemed equivalent. At least one faculty member shall possess a doctorate in school psychology and experience as a school psychologist. Part-time faculty shall meet the requirements for full-time faculty and shall be employed only when they can make special contributions to the school psychology program;

(5) ensure that faculty members who teach laboratory and clinical practicums and supervise school psychologist interns shall have ongoing involvement with elementary and secondary schools;

(6) ensure that the department responsible for the school psychologist training program has a cooperative relationship
with other departments in the educational and behavioral sciences;

(7) include specific school psychologist certification requirements for Montana;

(8) allow students to develop appropriate knowledge of the organization, administration, and operation of the elementary and secondary schools, the major roles of public school personnel, and curriculum development at all grade levels;

(9) allow training school psychologists to develop competencies in consultation, counseling, psychoeducational assessment, report writing, individual and group prescriptive procedures, and the use of applied research techniques and ethical decision-making; and

(10) provide substantial participation in laboratory and clinical practicums. A significant portion of the practicum experiences shall be in schools. (History: Sec. 20-2-121, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89.)

Sub-Chapter 8

Innovative and Experimental Programs

10.58.801 TYPES OF PROGRAMS (1) Innovative and experimental programs include but are not necessarily limited to the following:

(a) New Approaches: programs designed to develop new approaches, new arrangements, and/or new contexts for the preparation of school personnel.

(b) New Positions: programs designed to prepare school personnel for new types of positions that are emerging in modern education.

(c) Special Needs: programs designed to meet the special needs of particular segments of society.

(d) Specific Curricular Areas: programs designed for specific curricular areas for which recognized standards have not yet been developed. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

10.58.802 STANDARDS FOR APPROVAL (1) The institution shall provide a clear statement justifying the request for the approval of an experimental or innovative program. That statement shall include the program's assumptions, rationale, and objectives.

(2) Each program shall:

(a) be based on a statement of the purpose and objectives of teaching in this area and upon a well-formulated statement of the nature of the public school program that is needed to accomplish these objectives. These statements shall:

(i) be prepared cooperatively by the agencies concerned with teacher education;

(ii) be based on analyses of current practices and trends in this field of the public school curriculum; and

(iii) be available in writing;

(b) include a clear statement of the competencies teachers need in this area. This statement of competencies shall:

(i) include attitudes, knowledge, understanding, skills, and the degrees of expertise teachers need;

(ii) be based on the program's statement of objectives outlined in subsection (2)(a) above; and

(iii) be available ill writing;

(c) include a description of the process used to prepare personnel;

(d) develop provisions for keeping records of the students' progress in the program;

(e) make arrangements for systematic and scheduled program review by both the institution and the office of public instruction;

(f) be supported by identifiable human and physical resources that will be available throughout the duration of the program. Any resources not under the control of the institution shall be outlined and confirmed by the board of public education;

(g) include a timetable setting forth:

(i) the program's beginning and ending dates;

(ii) the sequence of activities that will occur;

(iii) selection and schedules of intervals for competency and program evaluations;

(iv) the approximate dates for submitting periodic program reports to the appropriate institutional officials and to the superintendent of public instruction;

(h) ensure that program evaluations have definite provisions for performance criteria and follow-up at specified intervals. The evaluations shall:

(i) be guided by a plan that defines and specifies the kinds of evidence that will be gathered and reported;

(ii) give information that identifies areas in the program that need strengthening;

(iii) be used to suggest new directions for program development.

(3) The preparing institution shall be responsible for the administration of the program. Within this responsibility it shall establish and designate the appropriate division, school, college or department within the institution to act on all matters relating to such program, according to general institutional policies. (History: Sec. 20-2-114, MCA; IMP,

Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

Sub-Chapter 9

Standards for Approving Competency-Based or Performance-Based Programs

10.58.901 STANDARDS FOR APPROVING COMPETENCY-BASED OR PERFORMANCE-BASED PROGRAMS (1) These standards apply to all competency-based and performance-based teacher education programs. For each program, the institution shall:

(a) develop and adopt an explicit statement of "program exit" competencies that relate to the entry-level professional role. These competencies must include all of the criteria implicit in the general standards (Sub-Chapter 4) and specific standards (Sub-Chapter 5);

(b) provide a program design that:

(i) relates the competencies (cited in (a) above) to modules, subcourses, or courses;

(ii) lists the learning activities involved; and

(iii) specifies the assessment techniques used to verify the attainment of these competencies;

(c) formally assess follow-up data to determine the relationship between "exit" competencies and initial professional role performance. Such assessment shall be considered in program development; and

(d) use an on-site evaluation team, designated by the board of public education, to determine the institution's performance in the development and verification of a candidate's role competency and in the collection and use of follow-up data. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84.)

Procedures Manual for Montana Teacher Education Standards

Office of Public Instruction
State Capitol
Helena, Montana 59620

Montana Board of Public Education
2500 Broadway
Helena, Montana 59620

PROCEDURES MANUAL
for
MONTANA TEACHER EDUCATION PROGRAM STANDARDS
Revised May 4, 1992

STATE OF MONTANA
BOARD OF PUBLIC EDUCATION
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These procedures have been adopted by the Board of Public Education
and are administered by the Office of Public Instruction.

CONTENTS

Page

I. Introduction 1

II. Application for a Visit 4

III. Institutional Report 4

IV. Selection and Membership of Visiting Team 5

V. Professional Responsibility of Visiting Team Members 6

VI. Instructions for Team Members

A. Pre-Visit Activities 6

B. On-Site Activities 6

VII. Instructions for Team Chairperson

A. Introduction 7

B. Responsibilities of the Team Chairperson 7

C. Team Organization Meeting 8

D. Orientation Meeting with College Administrative Personnel 10

E. During the Visit 10

VIII. Preparation of Visiting Team Report 11

IX. Approval Procedures and Follow-Up 15

X. Joint Visits 16

XI. New Programs 17

Appendices

A. Program Review Request Form (Sample) 19

B. Institutional Report (Samples) 21

C. Visiting Team Report (Sample) 23

D. Questions and Answers 24

I. INTRODUCTION

Article X, Section 9, of the 1972 Montana Constitution established the Board of Regents of Higher Education and the Board of Public Education. The Board of Regents of Higher Education has the power, responsibility and authority to supervise, coordinate, manage and control the Montana University System. The Board of Public Education exercises general supervision over the state's public school system and is further authorized under state law to create and establish a system of teacher certification. This teacher certification system has historically operated on the basis of "program approval." This means that all teacher training programs in an institution which lead to teacher certification must be approved.

In April 1979, the Board of Public Education adopted standards for the approval of teacher education programs. The standards that were adopted are based on the Standards for Approval of Teacher Education developed by the National Association of State Directors of Teacher Education and Certification (NASDTEC) and the standards of the National Council for Accreditation of Teacher Education (NCATE) as well as standards from several other states, modified and amended to accommodate the needs of Montana. These standards have been revised twice.

This procedural guide was developed to implement the standards and to support an effective system of teacher preparation. It was written with the cooperation of many Montana educators, and it is intended to contribute to the improvement and growth of existing teacher education programs in Montana. The review of teacher education programs conducted under these standards and procedures will ensure that prospective teachers have completed an approved training program before they enter the teaching profession. The standards and procedures will be amended each five years to reflect modern and changing concepts in teacher education and to relate those concepts to the needs of Montana.

The Board of Public Education hopes that participation will be undertaken as a professional responsibility. Expenses involved in the preliminary visits by the review team chairperson and review coordinator, along with the initial team visits, must be borne by the participating institutions, educational organizations, school districts and individual team members who play an active role in the support of teacher education.

The following chart shows the process for approving teacher education programs in Montana.

Process for State Approval of Teacher Education Programs Leading to Interstate Reciprocity of Teacher Certification

Institution makes a written request to OPI for a state program approval visit. Request must be received by OPI before January 1 of the year for which the program approval visit is requested (see page 4).

OPI designates visiting team membership.

Institutional self study report must be received by OPI at least 30 days before the scheduled visit.

Preliminary visit to the institution by the team chairperson approximately 4 weeks before the scheduled visit to make final arrangements.

Scheduled program approval visit by the team (no more than 3 days). At the exit interview, the chairperson will present a summary of team findings.

The institution will receive a written copy of the team report within 30 days of the visit. The institution will have 30 days to submit a response to the Board of Public Education.

The Board of Public Education takes action.

The Board approves the program.	The Board provisionally approves the program.	The Board denies approval.
Action letter	Action letter	Action letter

Institution has the right to appeal. It may present supportive information and request the Board to reconsider its decision at its next regular meeting.

II. APPLICATION FOR A VISIT

When an institution wishes to have its programs reviewed by an on-site visit, the dean of education will indicate by letter the approximate dates desired for the visit and will list specific programs to be reviewed on a Program Review Request Form (see Appendix A). This information will be forwarded to the Director of Teacher Education and Certification in the Office of Public Instruction (OPI) by January 1 preceding the academic year the visit will occur. OPI will acknowledge the request in a letter indicating the length of the visit (not to exceed three days). OPI will also propose a team chairperson and a list of professionals to serve on the visiting team. The institution has the right to refuse any individual proposed by OPI. If individuals are refused, OPI will name replacements to complete the team. An Institutional Report form will then be forwarded to the institution for completion.

III. INSTITUTIONAL REPORT

The institution will receive a printed Institutional Report form that lists every teacher education program standard. The institution will complete the center section of this form. (Pages may be attached if additional space is needed.) Examples of the printed standards, the institutional response, and the visiting team's action are in Appendix B.

When the institution has completed its part of the Institutional Report, it shall forward at least five copies to the Director of Teacher Education and Certification. In all cases, these copies must arrive at least 30 days before the scheduled visit. In addition, the institution will send enough copies of its catalog(s) for each team member along with any other information it feels is necessary.

OPI will send the appropriate section(s) of the Institutional Report, the college catalog and any other pertinent information to the visiting team members for their review in preparation for the visit.

IV. SELECTION AND MEMBERSHIP OF VISITING TEAM

OPI will give the institution a list of professionals proposed to serve as team chairperson and a list of professionals proposed to serve on the visiting team.

A. Team members are selected from a bank of trained professionals who have been instructed by OPI on the approval process. Each has a minimum of five years of teaching or other appropriate experience as determined by the Board of Public Education. These professionals were recommended by college deans of education, the major education and curricular organizations, the Commissioner of Higher Education, the Board of Public Education, OPI and county and district school officials.

B. From this bank, OPI will select visiting team members whose expertise, training and/or certification reflects programs to be reviewed at the institution.

C. OPI will attempt to ensure that the majority of visiting team members are appropriately certified personnel.

D. A member of the Board of Public Education will be requested to participate as an ex officio member of each review team.

The institution has the responsibility to review the list of proposed team members and the opportunity to refuse any member. If a member is challenged, that information must be communicated to OPI within 10 days after receiving the list of proposed team members. If no challenge is made, the Board of Public Education will officially designate the team by letters to each member. The Board also will correspond with the administrator of the school district, if appropriate, enclosing invitations to district staff member(s) and requesting district cooperation in providing release time and travel support for the staff member(s) appointed to the visiting team. If the district is unable to release the staff member(s), the administrator should immediately return the letter and notify OPI in order that a replacement may be

selected. The Director of Teacher Education and Certification and the team chairperson will meet to assign each member visitation responsibilities. Team members shall be notified of their specific responsibilities by a letter from the team chairperson. A copy of all correspondence concerning the visit will be given to the Director of Teacher Education and Certification.

V. PROFESSIONAL RESPONSIBILITY OF VISITING TEAM MEMBERS

Members shall participate in all team deliberations and activities. Before the official release of team findings, members shall treat all matters confidentially and shall honor and support all consensus decisions of the team.

VI. INSTRUCTIONS FOR TEAM MEMBERS

A. Pre-Visit Activities

The work of the visiting team can be reduced significantly if some duties are completed before the on-site visit. Thus, each team member is requested to:

1. thoroughly review the appropriate sections of the Institutional Report;
2. review the institution's catalog and compare it with the report;
3. complete any specific responsibilities assigned by the team chairperson; and
4. direct any questions to the team chairperson (not the institution or persons not involved in the review process) before the on-site visit.

B. On-Site Activities

The primary purpose of the team 's on-site visit is to validate the Institutional Report, to evaluate thoroughly the programs requested for review, and to recommend

an approval status. As part of this effort, the team chairperson will assign specific responsibilities to each team member. Team members may be expected to:

1. conduct interviews with faculty, students, administrators and graduates;
2. validate the Institutional Report by crosschecking institutional records, including student transcripts, personnel files, advisor files, etc.;
3. travel to nearby locations to interview cooperating teachers and school administrators; and
4. participate in the exit interview with the team chairperson.

During the on-site visit, team members will adhere to a schedule and should be as unobtrusive as possible while collecting data. The team will make decisions by consensus, and the team chairperson will resolve any conflicts. Each team member must provide a rough draft of his/her findings on assigned standards before leaving the institution.

VII. INSTRUCTIONS FOR TEAM CHAIRPERSON

A. Introduction

The team chairperson is the most crucial person in the review process. He/she, with the assistance of the OPI review coordinator and staff, will coordinate all phases of the approval visit and preparation of the team report. The team chairperson, with assistance from OPI, will prepare the final report from the rough drafts. It generally is not possible to have the whole team approve the report after it has been written in final form.

B. Responsibilities of the Team Chairperson

The team chairperson will:

1. Visit the campus approximately four weeks before the scheduled visit

(see process outline chart on page 3) to confer with institution officials on the details of the visit and the nature and scope of its teacher education program.

2. Make arrangements, either at this visit or through correspondence with institution officials, for housing, meals, transportation, clerical help, typewriters, committee headquarters room, conference room for evening meetings, etc.

3. Correspond with team members to arrange an initial meeting on the evening preceding the first day of the visit. (Note: Team members will be expected to devote the entire visitation period to evaluation activities.)

4. Make tentative assignments and notify team members of these assignments. This encourages team members to give special attention to the sections of the Institutional Report for which they are specifically responsible. The chairperson will encourage team members to list items to be verified, questions to be raised, persons to visit, records to be examined, etc.,

C. Team Organization Meeting

At the opening of the first meeting, usually on the first evening, college personnel are invited to present an overview and comments on their teacher education mission and program. This may properly include a welcome to the review team on behalf of the institution. Following this formality, the team chairperson shall:

1. Review assignments sent by mail and modify if necessary. Team assignments should match the expertise of team members whenever

possible. Each team member will have a primary responsibility but will also have some supporting assignments, depending on the scope of the offerings, team size and particular areas of competence among team members.

2. Ensure that team members arrange to interview as many local faculty members as possible. (Local faculty may be disappointed if they spend time preparing for the visit but are not contacted.)

3. Review the schedule of conferences with committees and individuals, including the final exit meeting, and arrange meetings with students and cooperating local school officials. The entire team might also meet with certain college committees, such as curriculum committees or graduate councils. Designate a person to preside at these meetings.

4. Arrange for times when the entire team will meet as a group to discuss progress. Early observations and notes may be reviewed. If observations made by one team member relate to an area that is the primary responsibility of another team member, appropriate notes should be shared with or given to that person. There also should be a meeting of team members at the end of each day. Indicate to the team members that reports of findings and observations will be expected beginning at the first evening meeting. Reports will, of course, be tentative at this time. However, it must be stressed that the final report is to be a team report.

5. Caution team members against remarking on how good or how poor the program is as they interview local faculty, students or administrators. Team members should not suggest whether or not they feel the program will be approved. The job of team members is to

obtain information which will be used to make final recommendations as to whether standards have been met. They should neither appear as protagonists, nor should they be sidetracked.

6. Ensure that someone interviews the librarian, elementary and secondary school personnel, chairpersons of teacher education and college committees and students.

7. Stress the importance of having adequate evidence for assertions that are made.

D. Orientation Meeting with College Administrative Personnel

Either on the evening before the visit or on the morning of the first day, a meeting between the team and administrative personnel should be held. At this meeting the following business items can be covered:

1. Clarify the team's function to the college officials.

2. Have college officials outline the role of teacher education at their institution and briefly orient the team to special features of their teacher education program.

3. Discuss any concerns the college officials may have.

E. During the Visit

During the visitation the chairperson should:

1. Arrange an early conference with the dean of education and the college president (may be included as part of item D of this section).

2. Preside at general team meetings and designate someone to preside at other meetings with committees, etc.

3. Make team members aware of supplementary material placed in the team conference room.

4. Ensure that the person responsible for reviewing the sections dealing with student personnel and faculty knows the location of materials such as transcripts, student records, course syllabi, placement information, etc.

5. Keep a record of all persons and groups interviewed.

6. Suggest that team members share lunch and/or coffee with local faculty members. Informal meetings and brief visits with students may also be helpful.

7. Preside at the consensus meeting of the team to ensure agreement on the final recommendation for each standard.

8. Preside at the final exit meeting with local representatives. The purposes of this meeting are to apprise the institution of any standards which, in the team's estimation, have not been met and to specify program strengths and weaknesses. Debate between the team and local representatives should be avoided. It should be clearly stated that the team report is a <u>recommendation</u> to the Board of Public Education, which will make the ultimate decision.

VIII. PREPARATION OF VISITING TEAM REPORT

The visiting team's final report is one of the most important parts of the review process. If the team does not communicate clearly its findings and evaluations to the Board of Public Education, the board may not be able to make reasonable and just decisions about program approval.

Members of the visiting teams should read the instructions in this section carefully before participating in a visit.

A. General Directions

1. Completion of the report is the responsibility of the team chairperson, although OPI is primarily responsible for the total process. The chairperson is responsible for editing the final document and making certain that it is complete, accurate and consistent in style.

2. The final report should be double-spaced, except in those instances where writing style dictates single spacing. It shall be consistent with the format shown in Appendix C.

3. There must be adequate copies of the final report for one copy to be distributed to each of the following: the team chairperson, the Director of Teacher Education and Certification, the college, the Board of Public Education and the Commissioner of Higher Education (if a unit of the public university system was reviewed). In addition, OPI will make adequate copies of team recommendations for each member of the Board of Public Education. The institution will have 30 days to respond before team recommendations are placed on the Board's agenda for action.

B. Specific Instructions

1. In the right-hand column of the Institutional Report (see Appendix B), there is a space for the visiting team to check whether or not each substandard is met. Individual team members are urged to check the appropriate space on their copy of the report. Once team consensus has been reached, the team chairperson will check the appropriate response on the final copy, which will be submitted as part of the team report.

2. In the narrative response, the visiting team will respond to the following subheadings for each standard (see Appendix C):

   a. Validating Statement - Indicate whether the information in the Institutional Report is correct. Look for errors of omission, such as instances in which the institution neglected to report some information relevant to a particular standard. Also look for errors in presentation, such as errors in writing or emphasis which may lead team members to an incorrect evaluation. For example, institutions may make assertions of quality without documentation. It is the team's responsibility to present a true picture of what the institution is doing to meet a particular standard and to suggest corrective action in the Institutional Report where necessary.

   b. Sources of Evidence - Indicate the sources of information used as the basis for validation and evaluation. Include individuals and groups interviewed, documents reviewed (e.g., catalogs, brochures, minutes) and records inspected (e.g., faculty vitae, student transcripts).

   c. Evaluation - If the institution meets the standard, a simple statement to that effect is sufficient. However, if the team feels that an institution is meeting a standard in a superior manner, this should be noted. If a substandard is checked as "not met" in the Institutional Report, that should be noted in this section accompanied by reasons for the team's judgment. If the standard is met but the institution has a problem in the program

or procedures required to meet it, this should be identified as a weakness. Care should be taken that any comments made by the team in this section are adequately documented and not presented as unsupported assertions which may reflect biases of team members.

d. Recommendation for Approval, Provisional Approval or Nonapproval - The program review process is directed toward approval of specific teacher education programs (e.g., art K-12, elementary education, etc.). Program approval is contingent upon the institution's ability to provide acceptable professional education programs and to present a program which meets the substandards in the subject area. Thus, for each standard, the team must recommend that the program should be approved, should not be approved, or should be approved provisionally.

Please note that the team's recommendation relative to standards 10.58.303 and 10.58.501 will affect the approval of <u>all</u> programs. For example, if the team recommends provisional approval of standard 10.58.303 (professional education), all subject area programs would be recommended for provisional approval even if they met all of the specific standards for each teaching area. If provisional approval is recommended, the team should specify what must be done by the institution to qualify for full approval and should establish a compliance schedule. Provisional approval of a standard is usually desirable rather than nonapproval since it allows a college to review

alternatives and make its own decisions in the interim allowed.

IX. APPROVAL PROCEDURES AND FOLLOW-UP

The institution shall receive a copy of the visiting team's final written report within thirty (30) days of the visit. The institution, if it so chooses, then has thirty (30) days to submit a response for consideration by the Board of Public Education before program approval for that institution is placed on the Board's agenda. Any response by the college should reflect only an error or omission by the team. The board shall receive copies of the team report and the institution's reply, if any, before it takes action. The team chairperson or designee shall be present at the board meeting at which action is taken. In all instances, a representative of the institution may be present.

The final decision on approval of teacher education programs rests with the Board of Public Education. If the board does not approve a program, the institution may present additional information pertinent to the matter and request that the board reconsider its decision at its next regular meeting. In each instance where a teaching area or field of specialization is recommended for provisional approval, the visiting team shall recommend steps the institution may take to receive approval. If a standard is recommended for provisional approval, the institution will be given six school months to resolve the deficiencies. A standard statement for this action follows:

The appropriate administrator/dean of education of (college) shall meet with the Board of Public Education in (date) and indicate specifically whether (subject) certification will be continued and, if so, the progress on meeting the standards. If the report to the board indicates that the standards are to be met, the team chairperson and appropriate team members will visit (college) in (date) and verify that the standards are met. A report of this visit will be made by the team chairperson at the board's first meeting after the (date) visit with a recommendation for either full approval or nonapproval for future certification.

The Board of Public Education shall have final authority to determine what must be done to advance from provisional approval to approval status.

X. JOINT VISITS

The institution is responsible for requesting the review format of their choice. The state review process, as indicated earlier, is initiated by the institution and coordinated for the Board of Public Education by the Director of Teacher Education and Certification of the Office of Public Instruction. In the joint review process, the institution must arrange its preparation schedule to meet the requirements of both accreditation bodies. With this begun, the institution prepares a preliminary template for the merging of accreditation processes which will assure that each body will have sufficient data through the documentation and visit to make recommendations and conclusions.

In terms of joint NCATE/state reviews, a protocol between the teacher education program approval agencies of the state and NCATE is established and shall be the guide to joint reviews. NCATE also will provide a recommended template for such visits. The institution, in consultation with the state coordinator and the assigned NCATE team chairperson, develops the preliminary template through combining input from each party with the specifics of the institution's programs, facilities and resources.

Within sixty days of the joint visit, the institution shall invite the national/regional chairperson and the state chairperson, along with the state coordinator, to participate in a previsit meeting. This meeting shall culminate in an agreement on specifics of the template for cooperation between the two visiting teams, the team leadership and the institution. Arrangements for availability of documents, appointments with institution administrators and faculty and other details will be prepared. It shall be the goal of the institution to treat each team as evenly as possible in its efforts to provide for their needs.

During the previsit meeting it shall be arranged that reviewing teams are permitted observation and joint efforts which will assure each accrediting body confidence in preparing

its recommendations on compliance with standards for which each is accountable. Where closed meetings must be held by either team, observation and limited participation will be assured by each participating chair so that no evidence which might bear upon recommendations will be restricted from either team.

Where one accrediting body has agreed to accept the institutional report and documentation in place of documentation specific to certain of its own standards, the exchange of information shall be open and cooperative. The institution shall not be held accountable for documentation specific to an accrediting agency's standards if documentation is being prepared to address the standards of the other party in the joint review. In such cases the "observing" agency shall determine, in the most appropriate manner, to what extent such documentation provides evidence of satisfactory performance to parallel standards which they must address.

Each reviewing team will determine its own recommendations, based upon sources of evidence available to them and in keeping with their interpretation of their standards. Each reviewing team shall prepare its own report of recommendations to the body which will act upon the institution's accreditation, independent of conclusions reached by other accrediting bodies.

XI. NEW PROGRAMS

Before certification is considered, an institution with a new program must have formal authorization to offer such a program from the administrative board charged with this responsibility. In addition, the institution must have its new program reviewed or authorized by the state.

In most cases, OPI will review a new program by meeting with the dean of education or the institution's program representative to ensure that the program is equivalent to other state-authorized certification programs in the same area. Board of Public Education Administrative Rule 10.58.802 will be used as a guide in the meeting(s).

The Superintendent of Public Instruction will make a recommendation to the Board of Public Education. If the recommendation is for approval, the new program can only be provisional until it has graduated students and had a formal team visit.

APPENDIX A

PROGRAM REVIEW REQUEST FORM

(SAMPLE)

PROGRAM REVIEW REQUEST FORM

(To be completed and returned to the Office of Public Instruction)
The information on this report will be used by OPI to determine
the composition of the visiting program review team.

_____
Date

Name of Institution_____

Name and Title of Person Completing This Form_____

_____

Directions: Return the completed form to OPI within 30 days of its receipt.

Please indicate the programs in teacher education (showing degree levels at which each program is offered) for which program review is being requested.

	BACHELOR'S	MASTER'S	DOCTORATE	OTHER
1. Agriculture				
2. Art K-12				
3. Business Education				
4. Computer Science				
5. Distributive Ed./Marketing				
6. Drama				
7. Elementary				
8. English				
9. English as a Second Language				
10. Exceptional Children K-12				
11. Foreign Language				
12. Guidance & Counseling K-12				
13. Health				
14. Home Economics				
15. Industrial Arts/Technology Ed.				
16. Journalism				
17. Library K-12				
18. Mathematics				
19. Music K-12				

	BACHELOR'S	MASTER'S	DOCTORATE	OTHER
20. Physical Education and Health K-12				
21. Reading Specialist K-12				
22. General Science				
23. Biology				
24. Chemistry				
25. Earth Science				
26. Physical Science				
27. Physics				
28. Social Science				
29. Economics				
30. Geography				
31. Government				
32. History				
33. Psychology				
34. Sociology				
35. Speech Communication				
36. Trade and Industry				
37. Traffic Education				
38. Supervisors				
39. School Principals				
40. School Superintendents				
41. School Psychologists				

APPENDIX B

INSTITUTIONAL REPORT

(SAMPLES)

Standards	To Be Completed By The Institution	To Be Completed By The Visiting Team	
		Met	Not Met
301 CURRICULUM, PLANNING AND DEVELOPMENT (1) A designated administrative unit at the preparing institution shall coordinate responsibilities for ongoing curriculum development, evaluation, and revision, and for student advisement and program guidance. This unit shall recommend students to the Office of Public Instruction for certification approval.	(1) General responsibility of the College of Education. Specific responsibility of curriculum development in teacher education is found in the 40-member university teacher education committee. Minutes of meetings reflect 26 curriculum issues addressed during the past school year. The College of Education has required an orientation of new staff members. Part of this orientation stresses advisement of students. Agenda of the orientation available in the Dean of Education's office. In addition, the College of Education has a unit for teacher certification that also advises all teacher candidates and recommends them for certification. Job descriptions available in Dean of Education's office.	✔	

Standards	To Be Completed By The Institution	To Be Completed By The Visiting Team	
		Met	Not Met
301 continued (2) The development of curricula for the various teacher education programs shall enlist the cooperation and participation of representatives of: (a) the public school (b) college and university teachers in fields related to the area of public school specialization (c) the office of public instruction (d) professional associations (e) professional committees and commissions and (f) teacher education students.	(2) The University Teacher Education Committee has sought involvement and participation of the following: (a) Members of local school district serve on committee. Survey sent from committee to 540 school districts. (Results available in March 1979 minutes.) (b) Forty-member University Teacher Education committee, Six members of public education advisory committees, Four members served on Northwest evaluations of public schools. (c) Participation in OPI meetings (six last year in areas of accreditation, certification, library, special education, math and reading). Cooperated in workshops on gifted and talented, new administrators, and county superintendents. (d) Eighteen members of University Teacher Education Committee have membership in MEA or AFT. Hosted meeting of MEA committee on teacher centers. (e) Three members of faculty serve on Certification Review Panel, one member on Title 1 Advisory Board, and one member on Vo-Ed Advisory Board. (f) The University Teacher Education Committee recently expanded its membership to include 4 members in teacher education. (See minutes of January 1979.)	✓ ✓ ✓ ✓ ✓ ✓ *	

APPENDIX C

VISITING TEAM REPORT

(SAMPLE)

NARRATIVE RESPONSE OF THE VISITING TEAM
(SAMPLE REPORT)

Standard 10.58.301(2)(f)

a. The Institutional Report is incomplete.

b. Sources of Evidence: Minutes of the Council for Academic Affairs and the Council on Teacher Education, interviews with students, faculty and alumni.

c. Evaluation: The membership of the students on the Council for Academic Affairs and the Council on Teacher Education as reported by the institution was validated. However, student cooperation and participation seemed to be informal and not working effectively (see minutes of committee and report of students). A lack of student involvement in program development and decision making was noted and viewed by the team as a definite weakness. The team found that students had a number of suggestions about improvement, but they did not feel they were able to present their requests to be acted upon.

d. The substandard is met. However, efforts should be made to assure active student involvement.

APPENDIX D

QUESTIONS AND ANSWERS

QUESTIONS & ANSWERS

Question - Who pays the cost of a college visit?

Answer - Travel and per diem expenses for a visiting team member are paid by the individual or by the school district, college, educational organization or state agency which he/she represents.

Question - If a college program is not approved, will recommendation from that college for certification of a graduate of the program be accepted?

Answer - No, it will not. A college's programs will either be approved or provisionally approved for certification or, if they do not meet the standards, not approved. If an institution's program is not approved, its graduates can not be certified in Montana by recommendation of the institution.

Question - Can a college request a review of only a few of its subject matter fields? What about those programs that are not reviewed during the current cycle?

Answer - No. If the program has not been approved under the current cycle, it will be treated as a "new" program under Section XI (see page 17).

Question - Some programs may not have been sanctioned for majors or minors by the proper administrative board. Suddenly it is discovered that a few people have graduated from these programs. Will the college recommendation be accepted for certification?

Answer - No, it will not. College recommendations only apply to "approved" programs. The graduate may appeal for an individual evaluation.

Question - If a person enters an approved program and the program subsequently is not approved, what happens to the student's certification eligibility?

Answer - Since these reviews occur every five years, those people who enter an approved professional education program (usually after the sophomore year) would be extended the privilege of certification in Montana even though the program was subsequently given nonapproval status. However, the nonapproval status would be reported to the other states which may or may not accept it for certification.

Question - What will be the nature of reports made to other states concerning a program's approval status?

Answer - Montana will report all programs and all accrediting agencies for each college to all states in January of each year. The accuracy of the information provided in response to OPI's request is the responsibility of the institution.